# DOCUMENT RESUME

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ABSTRACT

This document presents learning packages to assist administrators individualize the instructional program. The materials presented follow the individualized instructional format which teachers might utilize with students in the classroom. The information presented deals with the goals and rationale of individualized instruction, and the resources and steps to follow in order to individualize instruction. A wide variety of learning materials from a range of resources are referenced, enabling learners to select those which are most appropriate for them. (Author)

LJ
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# INDIVIDUALIZING INSTRUCTION

THE GOAL OF THIS PROGRAM IS TO INTRODUCE YOU TO THE UNIQUE ASPECTS OF INDIVIDUALIZED INSTRUCTION AS THEY APPLY TO YOUR SITUATION.

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SP 005 770

# GOAL STATEMENT

IN THIS PROGRAM YOU WILL BE INTRODUCED TO A NUMBER OF TASKS AND EACH SINGLE TASK WILL BE FOLLOWED BY ONE OR MORE PERFORMANCE OBJECTIVES AND THE LEARNING RESOURCES AND ACTIVITIES. AS YOU MOVE FROM TASK TO TASK, YOU WILL GAIN A GREATER UNDERSTANDING OF THE MEANING OF INDIVIDUALIZED INSTRUCTION AND YOU SHOULD, UPON COMPLETING YOUR STUDY OF THIS MATERIAL, HAVE REACHED EACH OF THE OBJECTIVES NOTED BELOW:

- YOU WILL BE ABLE TO DISCUSS A SOUND RATIONALE FOR INDIVIDUALIZED INSTRUCTION IN THE CLASSROOM.

- YOU WILL BE ABLE TO DISCUSS VARIOUS INDIVIDUALIZED INSTRUCTIONAL PROGRAMS THAT ARE AVAILABLE AND IN USE NOW.

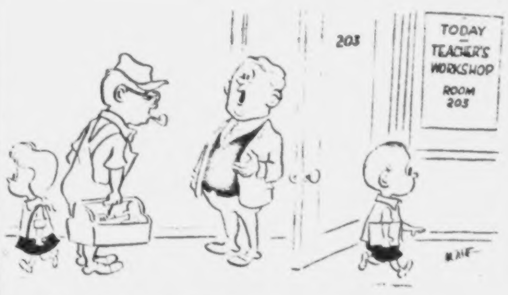
- YOU WILL BE ABLE TO DEVELOP A DEFINITION OF INDIVIDUALIZED INSTRUCTION AS YOU PERCEIVE IT.

- YOU WILL BE ABLE TO DISCUSS THE ELEMENTS OF A SYSTEM OF INDIVIDUALIZED INSTRUCTION AND BE ABLE TO DESCRIBE HOW A TEACHER USES THESE TO INDIVIDUALIZE INSTRUCTION IN A CLASSROOM.

- YOU WILL BE ABLE TO DISCUSS THE RECORD-KEEPING PROCEDURES THAT COULD BE UTILIZED WHEN INDIVIDUALIZING INSTRUCTION.

- YOU WILL BE ABLE TO PREPARE A SIMPLE LEARNING PACKAGE.

- YOU WILL.BE ABLE TO IDENTIFY THE STEPS YOU WOULD PURSUE TO INDIVIDUALIZE INSTRUCTION IN YOUR SCHOOL.


203
TODAY
TEACHER'S WORKSHOP
ROOM 203

"I THINK YOU MISUNDERSTOOD THE PURPOSE OF A WORKSHOP, HAMPTON."

# INDEX and PROGRESS SHEET

| TASK | CONCEPT | START | FINISH | DISCUSSION |
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| TASK | CONCEPT | START | FINISH | DISCUSSION |
|---|---|---|---|---|
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# DIAGNOSIS

TASK:

100 --- YOU HAVE A PARENT COMING IN TO DISCUSS YOUR INDIVIDUALIZED INSTRUCTIONAL PROGRAM. HE WILL BE INTERESTED IN KNOWING WHAT YOU HOPE TO ACCOMPLISH WITH YOUR PROGRAM. COULD YOU TELL HIM?

110 --- AT A PTA MEETING FOR YOUR SCHOOL, YOU HAVE BEEN ASKED TO DISCUSS AND DEFINE THE RATIONALE FOR INDIVIDUALIZING THE INSTRUCTIONAL PROGRAM IN YOUR SCHOOL. COULD YOU DO THIS AND INCLUDE REFERENCES TO PIAGET, COMBS, ROGERS, SKINNER, GODDARD, MADELINE HUNTER, MEAGER OR OTHERS?

120 --- IF YOU WERE ASKED BY YOUR INSTRUCTIONAL COUNCIL TO IDENTIFY TWO OR THREE CURRENT INDIVIDUALIZED INSTRUCTIONAL PROGRAMS, COULD YOU DISCUSS THE CHARACTERISTICS OF EACH AND MAKE A POSSIBLE RECOMMENDATION FOR YOUR SCHOOL?

130 --- A HIGH SCHOOL STUDENT FROM A CONTEMPORARY STUDIES CLASS HAS BEEN STUDYING EDUCATIONAL PROGRAMS. HE HAS COME TO YOU WITH AN INTEREST IN KNOWING WHAT INDIVIDUALIZED INSTRUCTION MEANS AND HOW THIS BENEFITS STUDENTS. COULD YOU SATISFY HIS NEEDS?

TASK:

210 --- YOU HAVE INDICATED AN INTEREST TO INDIVIDUALIZE YOUR INSTRUCTIONAL PROGRAM. ANXIOUS TO SUPPORT THIS REQUEST, YOUR ADMINISTRATOR HAS ASKED YOU TO DESCRIBE THE COMPONENTS OR RESOURCES THAT YOU FEEL YOU WILL NEED TO ACCOMPLISH THIS GOAL. WOULD YOU BE ABLE TO ACCOMMODATE HIS REQUEST?

220 --- A TEACHER IN YOUR SCHOOL HAS ASKED FOR ASSISTANCE IN DEVELOPING AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM. WOULD YOU BE ABLE TO OUTLINE THE STEPS TO FOLLOW IN DEVELOPING THS PROGRAM AND BE ABLE TO DESCRIBE THE NATURE OF EACH?

230 --- A TEACHER WHO IS ATTEMPTING TO INDIVIDUALIZE HER INSTRUCTIONAL PROGRAM IN YOUR SCHOOL IS HAVING DIFFICULTY KEEPING TRACK OF STUDENT PROGRESS. WOULD YOU BE ABLE TO ASSIST HER IN DEVELOPING A RECORD-KEEPING SYSTEM TO OVERCOME THIS PROBLEM?

240 --- A STUDENT TEACHER ASKS YOU FOR ASSISTANCE IN WRITING A LEARNING PACKAGE. COULD YOU SHOW HER A PACKAGE YOU DEVELOPED AND USED SUCCESSFULLY WITH STUDENTS?

# 100

## TASK: IDENTIFY THE GOALS OF INDIVIDUALIZED INSTRUCTION

## LEARNING PERFORMANCE OBJECTIVE:

101: GIVEN PRINT AND AUDIO-VISUAL RESOURCES, YOU SHOULD BE ABLE TO IDENTIFY AT LEAST FIVE GOALS OF INDIVIDUALIZED INSTRUCTION.

**LEARNING RESOURCES:** *THE LEARNING RESOURCES ARE IDENTIFIED ACCORDING TO THE OBJECTIVE THEY RELATE TO. EACH OBJECTIVE WILL HAVE MORE THAN ONE RESOURCE LISTED; HOWEVER, IT WILL BE UP TO YOU TO DECIDE WHICH RESOURCE OR RESOURCES TO USE. IT SHOULD BE POINTED OUT THAT YOU DO NOT HAVE TO GO THROUGH THE OBJECTIVES FOR A* TASK *IN SEQUENCE; OBJECTIVES FOR A* TASK *MAY BE COMPLETED IN ANY SEQUENCE.*

## LEARNING RESOURCES OBJECTIVE 101

| | |
|---|---|
| READ<br> | "Why Individualize Instruction"<br>by Robert Keuscher<br>"The Climate for Individualized Instruction in the Classroom"<br>by Robert Botts<br>"Tailoring Your Teaching to Individualized Instruction"<br>by Madeline Hunter<br>"The Individualized Learning System"<br>by Baker and Goldberg<br>"The Education of Individuals"<br>by Robert Glaser<br>"What is Individualizing Education"<br>by Lindberg and Moffitt |
| VIEW | "Individualized Instruction: Its Nature and Effects"<br>filmstrip and cassette |
| LISTEN | "Rationale for Individualizing Instruction"<br>cassette tape by Dr. Sidney P. Rollins |

PERFORMANCE OBJECTIVE 101: LIST AT LEAST FIVE GOALS OF INDIVIDUALIZED INSTRUCTION:

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

At this time you should sign up for a discussion of TASK 100

## TASK 100--INQUIRY TEST

---

1. The concern with individualizing instruction is:

   a. a recent development in the United States.
   b. associated with the British open schools.
   c. an outgrowth of the philosophy of John Dewey.
   d. a reoccurring idea since the beginning of formalized instruction.

2. Which one of the following should not be considered as a goal of an individualized instructional program?

   a. To develop skills in learning how to learn.
   b. To provide a greater array of alternatives.
   c. To provide decision-making opportunities for teachers.
   d. To develop teacher awareness of differences among students.

3. In a democracy, individual differences are encouraged because:

   a. individuals will all tend to act and think alike in the long run.
   b. individual differences make for diverse beneficial contributions to the common cause.
   c. individuals will place the good of America ahead of their own preferences.
   d. it is not democratic to force conformity on others.

4. Which of the following is not a means for preparing a child to function efficiently in a democratic society?

   a. The student assuming responsibility from an early age for decisions.
   b. The student practicing the role of directing his own actions.
   c. Developing the skills of the student in planning and problem solving.
   d. The development of predefined branching activities to provide a wide range of involvement and experience.

5. A system of individualized instruction:

   a. encourages the teacher to use a wide variety and range of materials.
   b. requires maximum use of programmed instruction materials.
   c. works best when a great deal of structure is introduced through presequencing.
   d. is best typified by independent work in a well equipped learning resource center.

6. Which of the following phrases is not a justification of individualized instruction?

   a. The empirical studies relating to the educational effects of competition against one's peers.
   b. The current trends being made by society for individual excellence, creativity and leadership.
   c. The current educational philosophy and practice.
   d. The fundamental political philosophy and democratic principles.

7. Which of the following would require that students receive instruction in concepts, facts, and attitudes in greater breadth and depth?

   a. The modifications made in standardized tests.
   b. The increase in the use of technology in education.
   c. The changes in college and university admission procedures.
   d. The increased amount of knowledge available.

8. Viewed broadly, one could say that individualized instruction is a necessary component of our society because:

   a. it provides a balancing influence on our society.
   b. the development of individual talents is necessary for a viable, progressive civilization.
   c. it is consistent with the tenet of our society that states, "all men are created equal."
   d. it enhances invidious distinctions between students.

9. Select the most adequate definition of learning.

   a. The development of skills.
   b. The modification of behavior.
   c. The solving of problems.
   d. The acquisition and organization of knowledge.

10. Research has shown that classroom instruction becomes more effective when:

   a. provisions are made for individual differences.
   b. group competition is intensive.
   c. students are grouped homogeneously.
   d. varying levels of ability exist.

11. The starting point for instructional decisions should be:

   a. the grade level scope and sequence matrix.
   b. standardized diagnostic tests.
   c. each individual student.
   d. mean achievement level of the clients.

## 110

---

**TASK:** DEVELOP A RATIONALE FOR INDIVIDUALIZING INSTRUCTION IN THE CLASSROOM.

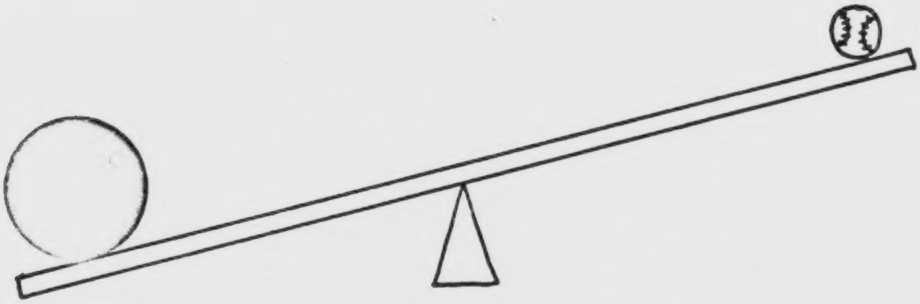
---

**LEARNING PERFORMANCE OBJECTIVES:** *(COMPLETE TWO OF THE FOLLOWING THREE OBJECTIVES.)*

111: STATE AT LEAST TWO PHILOSOPHICAL ARGUMENTS SUPPORTING INDIVIDUALIZED INSTRUCTION.

112: WITH AT LEAST TWO OTHER PERSONS, ANALYZE AND DESCRIBE PEER RELATIONSHIPS AND TEACHER-PUPIL RELATIONSHIPS THAT COULD RESULT FROM AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM.

113: WITH AT LEAST TWO OTHER PERSONS, PREPARE A STATEMENT BASED ON MENTAL AND PHYSICAL GROWTH OF CHILDREN THAT SUPPORTS INDIVIDUALIZED INSTRUCTION.



| LEARNING RESOURCES OBJECTIVE 111 | |
|---|---|
| READ<br> | "Research Themes in Instructional Theory" by Nathaniel H. Moore<br>"Individualized Instruction" by Mildred McQueen<br>"Individualized Instruction--Where Are We Now?" by Howard Blake and Ann McPherson<br>"Individualization in Schools" pp. 2-18 |
| VIEW | "Individualized Instruction: Its Nature and Effects" filmstrip and cassette |

PERFORMANCE OBJECTIVE 111: STATE AT LEAST TWO PHILOSOPHICAL ARGUMENTS SUPPORTING INDIVIDUALIZED INSTRUCTION:

1. ______________________________________________

______________________________________________

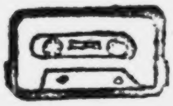
______________________________________________

2. ______________________________________________

______________________________________________

______________________________________________

## LEARNING RESOURCES OBJECTIVE 112

| | |
|---|---|
| READ<br> | "An Overview: Toward the Individualization of Instruction" by Virgil Howes<br>"Individualized Instruction: Form and Structure" by Virgil Howes<br>"The Role of the Teacher in Individually Prescribed Instruction" by Lindvall and Bolvin |
| VIEW<br> | "Individualized Instruction: Its Nature and Effects" filmstrip and cassette<br> <br>PLAN film 16mm<br>IPI film 16mm |

## PERFORMANCE OBJECTIVE 112:

WITH AT LEAST TWO OTHER PERSONS, ANALYZE AND DESCRIBE PEER RELATIONSHIPS AND TEACHER-PUPIL RELATIONSHIPS THAT COULD RESULT FROM AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM.

OTHER PERSONS INVOLVED 1)______________ 2)______________

CHANGES:

## LEARNING RESOURCES OBJECTIVE 113

| | |
|---|---|
| READ<br> | "Fostering Self-Direction"<br>By Arthur Combs<br>"Propaedeutics of a Learning Theory"<br>by Donald DeLay and others<br>"The Need for Individualized Instruction"<br>pp. 13-17 |
| VIEW | "Individualized Instruction: Its Nature and Effects"<br>filmstrip and cassette |

**PERFORMANCE OBJECTIVE 113:** WITH AT LEAST TWO OTHER PERSONS, PREPARE A STATEMENT BASED ON MENTAL AND PHYSICAL GROWTH OF CHILDREN THAT SUPPORTS INDIVIDUALIZED INSTRUCTION.

OTHER PERSONS INVOLVED 1)_____________ 2)_____________

STATEMENT:

At this time you should sign up for a discussion of TASK 110

## TASK 110--INQUIRY TEST

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1. The three group plan for reading instruction may be considered an example of:

    a. adjusted instruction.
    b. differentiated instruction.
    c. team teaching.
    d. individualized instruction.

2. Which one of the following reasons has not contributed to the viability of individualized instruction as a mode of operation?

    a. The development of technology.
    b. The curriculum reform movement.
    c. The concern for the disadvantaged student and the desegregation move.
    d. Large progressive movement in the majority of teacher-training institutions.

3. Individualized instruction is designed primarily for:

    a. the students in a class whose learning needs are such that they demand special attention.
    b. facilities that provide for flexible arrangement of rooms and walls.
    c. all students no matter what their needs and interests are.
    d. large city school districts whose ethnic populations are so diverse as unique means of education are required.

4. The most important element in instruction is the:

    a. evaluation of learning.
    b. teaching techniques used.
    c. teacher and student relationship.
    d. subject matter covered.

5. Which of the following roles should a teacher avoid when working in an individualized setting?

    a. A responder-controlled by the pupil.
    b. Programmer-director.
    c. A contributor-reactor.
    d. A co-designer-assister.

6. Viewed broadly, one could say that individualized instruction is a necessary component of our society because:

    a. it provides a balancing influence on our society.
    b. the development of individual talents is necessary for a viable, progressive civilization.
    c. it is consistent with the tenet of our society that states, "all men are created equal."
    d. it enhances invidious distinctions between students.

7. The best statement concerning democratic education is that children:

   a. must be taught democracy.
   b. should be taught that dictatorships have no advantages.
   c. must be told that democracy is best.
   d. need to practice democracy.

8. Which of the following is not a reason for preparing a child to function efficiently in a democratic society:

   a. the student assuming responsibility from an early age for decisions.
   b. the student practicing the role of directing his own actions.
   c. the development of pre-defined branching activities to provide a wide range of involvement and experience.
   d. developing the skills of the student in planning and problem solving.

9. The philosophical attitude posited for teachers in working with individualized instruction is that:

   a. a teacher already works with a variety of individuals so his/her teaching strategies are readily adaptable.
   b. the teachers teaching style should be taken into account.
   c. pupils learn regardless of the teaching style to which they are subjected.
   d. teachers' in-service programs are of great help in changing teaching style.

10. In a democracy, individual differences are encouraged because:

    a. individuals will all tend to act and think alike in the long run.
    b. individuals will place the good of America ahead of their own preferences.
    c. individual differences make for diverse beneficial contributions to the common cause.
    d. it is not democratic to force conformity on others.

TASK: IDENTIFY ATTEMPTS OF INDIVIDUALIZED INSTRUCTION.

LEARNING PERFORMANCE OBJECTIVES: (COMPLETE ALL OBJECTIVES)

121: USING THE INFORMATION PRESENTED AND OTHER RESOURCES AVAILABLE, YOU WILL BE ABLE TO COMPARE AND CONTRAST A TRADITIONAL PROGRAM WITH AN INNOVATIVE PROGRAM IN THE FOLLOWING AREAS: SCHOOL ORGANIZATION, CURRICULUM, AND STAFF UTILIZATION.

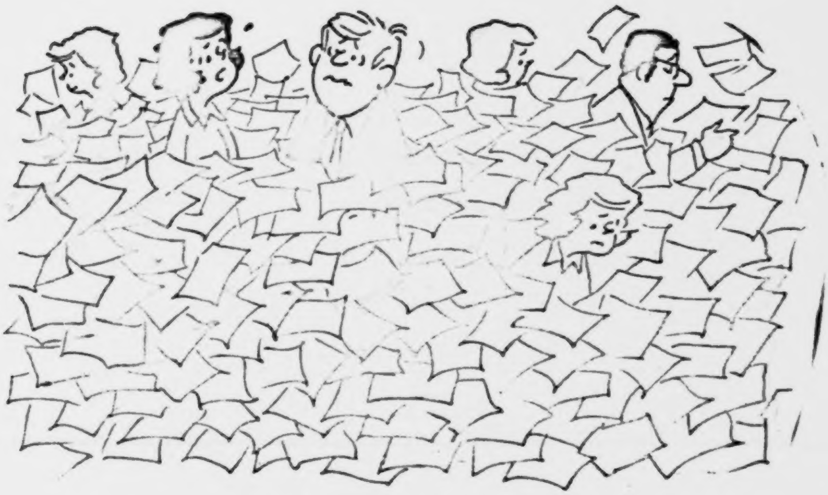
122: FROM INFORMATION PRESENTED AND OTHER RESOURCES, YOU WILL BE ABLE TO DEVELOP A CHART COMPARING AND CONTRASTING THE DIFFERENCES AND SIMILARITIES OF TWO INDIVIDUALIZED LEARNING PROGRAMS IN THE FOLLOWING AREAS: SKILLS, CONCEPTS, AND ATTITUDES IDENTIFIED IN BEHAVIORAL OBJECTIVES; PLACEMENT TESTS PROVIDED; PRETESTS PROVIDED; POST-TESTS PROVIDED; LEARNING ALTERNATIVES PROVIDED; ALTERNATIVE EVALUATION METHODS PROVIDED; MANAGEMENT SYSTEM; TEACHER TRAINING PROGRAM.

## LEARNING RESOURCES OBJECTIVE 121

| | |
|---|---|
| READ<br> | "The Instructional Guide"<br>"Educational Packages - Panacea?" by Hulda Grobman<br>"An Overview: Toward the Individualization of Instruction" by Virgil Howes<br>"Learning Activity Packages: An Approach to Individualized Instruction" by Richard Jones<br>"Individualized Instruction: A Classroom Scene" by Virgil Howes<br>"Individualized Instruction" by Jeanette Veatch<br>"The Package and the Supervisor" by Beverly L. White<br>"Individualized Instruction: The Way it is--1970" by Jack V. Edling |
| VIEW<br> | "Individualized Instruction: Its Objectives and Evaluation Procedures" filmstrip and cassette<br>"Systematic Instructional Decision Making" filmstrip, tape, and answer sheet |
| LISTEN | "Rationale for Individualizing Instruction" cassette tape by Dr. Sidney Rollins |

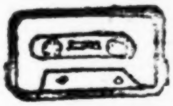
PERFORMANCE OBJECTIVE 121: USING THE INFORMATION PRESENTED AND OTHER RESOURCES AVAILABLE, YOU WILL BE ABLE TO COMPARE AND CONTRAST A TRADITIONAL PROGRAM WITH AN INNOVATIVE PROGRAM IN THE FOLLOWING AREAS: SCHOOL ORGANIZATION, CURRICULUM, AND STAFF UTILIZATION.

| | Traditional Program | Innovative Program |
|---|---|---|
| School Organization | | |
| Curriculum | | |
| Staff Utilization | | |

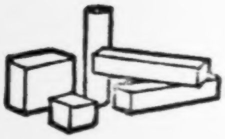


"I know we want to keep this curriculum as unstructured as possible, but this is ridiculous."

## LEARNING RESOURCES OBJECTIVE 122

| | |
|---|---|
| READ<br> | "Individualizing Instruction for Self-Paced Learning"<br>by Kapfer and Swenson<br>Information provided regarding<br>PLAN<br>IPI<br>CPL<br>"Individualization in Schools" pp. 19-64 |
| VIEW | "PLAN" film 16mm<br>"IPI Oakleaf Project" film 16mm |
| LISTEN | "Individualized Instruction Systems"<br>cassette tape by Dr. Sidney P. Rollins<br> |

**PERFORMANCE OBJECTIVE 122:** FROM INFORMATION PRESENTED AND OTHER RESOURCES, YOU WILL BE ABLE TO DEVELOP A CHART COMPARING AND CONTRASTING THE DIFFERENCES AND SIMILARITIES OF TWO INDIVIDUALIZED LEARNING PROGRAMS IN THE FOLLOWING AREAS: SKILLS, CONCEPTS, AND ATTITUDES IDENTIFIED IN BEHAVIORAL OBJECTIVES; PLACEMENT TESTS PROVIDED; PRETESTS PROVIDED; POSTTESTS PROVIDED; LEARNING ALTERNATIVES PROVIDED; ALTERNATIVE EVALUATION METHODS PROVIDED; MANAGEMENT SYSTEM; TEACHER TRAINING PROGRAM.



| | NAME OF PROGRAMS | |
|---|---|---|
| | 1.______________ | 2.______________ |
| CHARACTERISTICS | | |
| Well-defined and behaviorally-stated objectives | | |
| Variety of teaching methods | | |
| Use of diversified materials | | |
| Built-in evaluation PRE<br>POST | | |
| Quest or inquiry materials suggested | | |
| Management or record-keeping system | | |
| Teacher Training Program | | |

At this time you should sign up for a discussion of TASK 120

# TASK 120--INQUIRY TEST

---

1. Program for Learning in Accordance with Needs (PLAN) has been described as the most sophisticated individualized program because:

    a. the student is taught by a computer.
    b. the computer does clerical and management activities.
    c. the teacher orders all materials and equipment through the computer.
    d. the student receives direct information and instruction from the computer.

2. Multiple track programs and ungraded groupings have been used to:

    a. supplement the individualization of instruction.
    b. enhance the individualization of instruction.
    c. replace the individualization of instruction.
    d. provide for the individualization of instruction.

3. The expected teacher role in an individualized program is one of:

    a. counseling and guiding.
    b. directing, controlling.
    c. judging and decision-making.
    d. evaluating and grading.

4. When describing an innovative individualized program, which of the following curriculum statements would be most appropriate?

    a. Curriculum is based on a content outline.
    b. The child progresses through the curriculum.
    c. The teacher is responsible for all curriculum components.
    d. A standard textbook is the basis for a curriculum with many alternatives.

5. Which of the following is not an example of a form of individualized instruction?

    a. Programmed texts.
    b. Contracts.
    c. Learning packages.
    d. Teaching learning units.

6. Which of the following individualized instructional programs suggests and describes a wide variation of learning activities?

    a. Individually Prescribed Instruction (IPI)
    b. Individually Guided Education (IGE)
    c. Program for Learning in Accordance with Needs (PLAN)
    d. Continuous Progress Laboratories (CPL)

7. The materials most used by students in IPI are the:

   a. behavioral objectives.
   b. skill worksheets.
   c. aide's record sheet.
   d. teacher options.

8. The Continuous Progress Laboratories (CPL) program lacks which one of the following characteristics?

   a. A management or record keeping system.
   b. A teacher training program.
   c. Behaviorally stated objectives.
   d. Pre-developed pre-tests.

9. Individually Prescribed Instruction (IPI) utilizes all of the following evaluative procedures except:

   a. placement tests to start the pupil at his proper point in each curriculum sequence.
   b. diagnostic unit tests to determine students'strengths and weaknesses before planning a unit.
   c. comprehensive achievement tests to compare his progress with pupil in IPI schools across the U.S.
   d. curriculum tests for monitoring of his progress through a unit.

10. Program for Learning in Accordance with Needs (PLAN) has their learning packages built around:

    a. single objective for each package.
    b. single concept for each package.
    c. single goal for each package.
    d. single sub-concept for each package.

11. Most individualized programs today are built around the elements of:

    a. ability of the learner.
    b. the major areas of interest of the learner.
    c. the pace of learning that best fits the individual.
    d. learning style and the need for structure.

12. Which of the following elements is lacking in Individually Prescribed Instruction?

    a. Pre-test to determine student's knowledge of content.
    b. Post-tests to measure mastery.
    c. Training program for teachers.
    d. A management system utilizing Key-Sort cards.

**TASK:** DEFINE INDIVIDUALIZED INSTRUCTION

## LEARNING PERFORMANCE OBJECTIVE:

131: BASED ON YOUR MASTERY OF THE PREVIOUS TASKS, YOU WILL BE ABLE TO WRITE A DEFINITION OF INDIVIDUALIZED INSTRUCTION AS YOU PERCEIVE IT.

"I told her the topic wasn't relevant and she blew up."

## LEARNING RESOURCES OBJECTIVE 131:

THERE ARE NO SPECIFIC LEARNING RESOURCES IDENTIFIED FOR THIS OBJECTIVE. YOUR DEFINITION SHOULD BE BASED ON YOUR PERCEPTION OF THE INFORMATION ALREADY PRESENTED.

## PERFORMANCE OBJECTIVE 131:

DEFINITION:

At this time you should sign up for a discussion of TASK 130.

## TASK 130--INQUIRY TEST

---

1. Of the statements below, which provides the most adequate definition of individualized instruction?

   a. An educational approach where instructional decisions are based upon the individual student.
   b. An independent study approach where each child is actively involved in different learning activities.
   c. A tutorial situation where a one-to-one relationship is maintained between the teacher and student.
   d. An educational method of instruction.

2. Which of the following best expresses the purpose of education in America?

   a. The removal of handicaps and hindrances to self-realization.
   b. The development of innate potentialities.
   c. The distribution of knowledge and skills.
   d. The molding of the individual to the social pattern.

3. Individualized instruction is predicated upon the following belief:

   a. that pupils are capable of directing their own learning programs.
   b. that a success experience in lieu of failure is essential for positive human development.
   c. that the early exercise of memory facilitiates future learning.
   d. that emphasis upon content will provide the basis for understanding life's experiences.

4. Individualization means that each child:

   a. work through the curriculum at his own pace.
   b. may relate the curriculum to his major interests.
   c. benefit from interdisciplinary instruction in the presentation of curriculum material.
   d. select programmed options based upon diagnostic needs.

5. Learning takes place best when:

   a. teachers lecture and test learning at frequent intervals.
   b. pupils are called upon to recite after preparing daily textbook assignments.
   c. children actively meet cultural and educational problems in everyday life.
   d. teachers test the student's learning during each classroom period.

6. Individual differences are best taken care of in the classroom by:
   a. a sound acceleration and promotional policy.
   b. a flexible program geared to individual needs.
   c. a systematic assignment of homework as a means of having the slower members keep up with the class.
   d. an orientation of the curriculum toward the attainment of minimum essentials.

7. Individualized instruction means that each learner is taught:
   a. on a one-to-one basis at all times.
   b. through the ad hoc formation of small groups based upon common need.
   c. any way that is appropriate to the individuals and the learning at hand.
   d. via independent work with appropriate comprehension resources.

8. Which of the following best completes this brief description of individualized instruction?

   A learning experience which is:

   a. most appropriate for the majority of the students.
   b. tailored to the individual child.
   c. totally unique and different for each and every student.
   d. multi-media oriented.

9. The extent and quality of individualization that takes place in the classroom is determined by the:
   a. teacher's ability to plan the activities and do the evaluating.
   b. teacher's creativity in determining alternatives and leading the discussions.
   c. teacher's determination of the goals and evaluation of goal realization.
   d. teacher's definition of the term and the role he assigns himself in the classroom.

10. Individualizing the learning program for each learner is the most appropriate instructional mode because it:
    a. provides for differentiated staffing and multi-age grouping.
    b. recognizes that all learners are different and should be treated differently.
    c. develops teacher competencies in dealing with variation and change.
    d. enhances the student's opportunity for success and purpose in later life.

11. An individualized, continuous progress curriculum provides for student differences through:

    a. teacher selection of appropriate learning materials.
    b. teacher regulation of rates of speed.
    c. the teacher's prescription following grade placement.
    d. teacher consideration for learners' interests.

12. Select the most adequate definition of learning.

    a. The modification of behavior.
    b. The development of skills.
    c. The solving of problems.
    d. The acquisition and organization of knowledge.

# 210

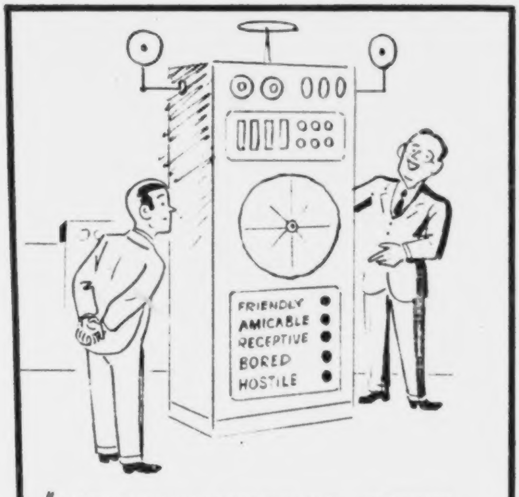
**TASK:** IDENTIFY AND DEFINE THE INSTRUCTIONAL COMPONENTS OR RESOURCES YOU WOULD NEED TO CONSIDER IN ORDER TO INDIVIDUALIZE INSTRUCTION IN YOUR CLASSROOM.

---

## LEARNING PERFORMANCE OBJECTIVES: (COMPLETE ALL OBJECTIVES)

**211:** NAME AT LEAST SIX MAJOR COMPONENTS OR RESOURCES YOU SHOULD CONSIDER IN IMPLEMENTING A SYSTEM OF INDIVIDUALIZED INSTRUCTION IN YOUR CLASSROOM.

**212:** DESCRIBE THE MAJOR CHARACTERISTICS OF EACH COMPONENT OR RESOURCE YOU HAVE IDENTIFIED ABOVE AND DESCRIBE HOW THESE COMPONENTS INTERRELATE.



"AND THIS ONE ELECTRONICALLY SCANS AND RECORDS THE MOOD OF THE CLASS EVERY MORNING"

# LEARNING RESOURCES-OBJECTIVES 211 AND 212

## READ

"Instructional Development in Higher Education: Basic Premises of a Learner Centered Approach" by Ullmer

"When the Teacher Diagnoses Learning"
by Madeline Hunter

"Elements of Individualized Instruction"
by O'Donnell and Lavaroni

Scan the books containing behavioral objectives:

PLAN Master Objectives
Instructional Objective Exchange
Behavioral Objectives; A Guide to Individualizing Learning - WLC
CPL - Scope and Sequence Materials

"Individualizing Instruction Through Diagnosis and Evaluation"
by Miller and Miller

"How to Compare Curriculum Materials"
by Clark C. Abt

## VIEW

"Individualized Instruction: Diagnostic and Instructional Procedures"
filmstrip and cassette

"Individualized Instruction: Materials and Their Use"
filmstrip and cassette

"IGE Learning Modes"
filmstrip and cassette

"Educational Objectives"
filmstrip, tape and answer sheet

"The I.G.E. Learning Program"
filmstrip and cassette

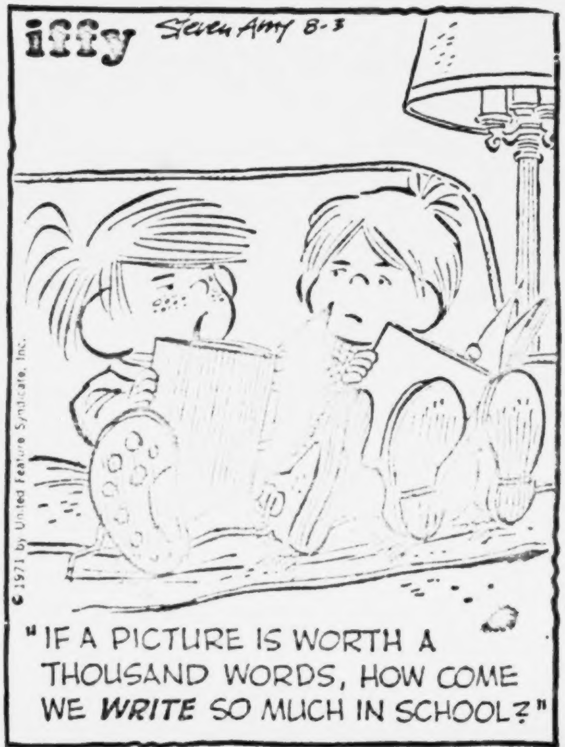
## LISTEN

"Changes in Curriculum Organization in Individualized Instruction Programs"
cassette tape by Dr. Sidney P. Rollins

"Individualized Instruction Systems"
cassette tape by Dr. Sidney P. Rollins

"Applications of Instructional Technology to Individualizing Instruction"
cassette tape by Dr. Sidney P. Rollins

**PERFORMANCE OBJECTIVES 211 AND 212:** NAME AT LEAST SIX MAJOR COMPONENTS OR RESOURCES YOU SHOULD CONSIDER IN IMPLEMENTING A SYSTEM OF INDIVIDUALIZED INSTRUCTION IN YOUR CLASSROOM. DESCRIBE THE MAJOR CHARACTERISTICS OF EACH COMPONENT OR RESOURCE YOU HAVE IDENTIFIED ABOVE AND DESCRIBE HOW THESE COMPONENTS INTERRELATE.


iffy
Steven Amy 8-3
© 1971 by United Feature Syndicate, Inc.
"IF A PICTURE IS WORTH A THOUSAND WORDS, HOW COME WE *WRITE* SO MUCH IN SCHOOL?"

# INSTRUCTIONAL GUIDE

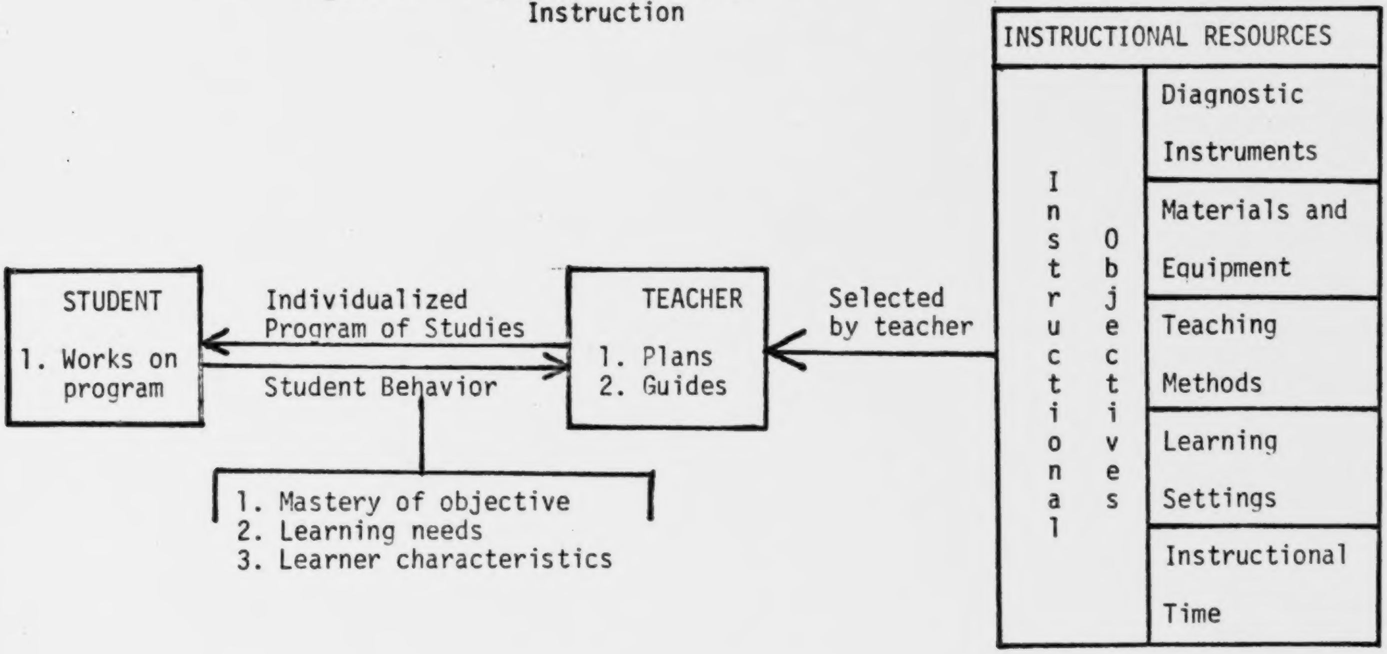
Once the teacher decides that the individual student and what he needs to learn are the basis for all instructional decisions, the teacher has taken the first step in individualizing instruction. The next step includes organizing all the instructional resources available to the teacher into a system that creates a learning environment suited to the individual learner. The instructional resources needed are:

1. Instructional Objectives: A description of the intended outcomes of instruction. It may be expressed as a very broad, general goal, a more specific goal or a very specific description of student behavior. Depending upon its degree of specificity, it may be called a goal, aim, purpose, objective (instructional or behavioral), skills, etc.
2. Diagnostic Instruments: Testing devices and assessment procedures used to gather data on student behavior in terms of learning needs and characteristics.
3. Materials and Equipment: All printed materials, audio-visual aids, mechanical devices, laboratory supplies, and objects that contain or convey information in an instructional program.
4. Teaching Methods: Specific procedures for guiding a student in learning a new behavior. The method, selected by the teacher, may or may not require the teacher's direct supervision as in the use of small group discussion or self-instructing materials.
5. Learning settings: Arrangements or groupings of students ranging from one student to large group instruction with or without the direct involvement of the teacher. The groups are formed on the basis of individual needs and are not permanent.

6. Instructional time: The amount of time a student spends in a subject area (flexible scheduling) or on a particular learning goal (pacing).

All the objects, devices, physical facilities and arrangements described above are instructional resources familiar to teachers and students in any instructional program. However, in individualized instruction the teacher and student use these resources in special ways. The teacher creates a unique program of studies for the individual student by choosing a specific instructional objective to be mastered by the student and deliberately selecting those instructional resources that will help him master the objective. The student works on his program under the teacher's guidance. How the student behaves while working in the program tells the teacher what he still needs to learn, what he has learned and how he reacts as a learner to the program created for him. This relationship between the teacher and student is shown in Figure 1.

Figure 1: A System of Individualized Instruction


STUDENT
1. Works on program
Individualized Program of Studies
Student Behavior
TEACHER
1. Plans
2. Guides
Selected by teacher
1. Mastery of objective
2. Learning needs
3. Learner characteristics
INSTRUCTIONAL RESOURCES
Instructional Objectives
Diagnostic Instruments
Materials and Equipment
Teaching Methods
Learning Settings
Instructional Time

## INSTRUCTIONAL GUIDE

Figure 1 represents a system of individualized instruction in which a teacher plans an individualized program of studies for a student by selecting appropriate resources from a larger set of instructional resources. The teacher guides the student as he works through the program. The student's behavior in the program in turn tells the teacher about his:

1. Mastery of the objective: minimum acceptable performance of the stated objective.
2. Learning needs: A behavior or part of the behavior that a student must master. What exactly the student needs to learn in relation to a particular learning goal.
3. Learner characteristics: A set of student behaviors which can facilitate or impede his learning something new. Such things as organic development and peer-group relations affect the student's learning process and are characteristic of how he performs in school.

Based on this information, the teacher continues to develop the student's program of studies based on individual needs and characteristics.

This brief description is familiar to teachers who have time and time again attempted and failed to individualize instruction for all students in a system geared to group instruction.

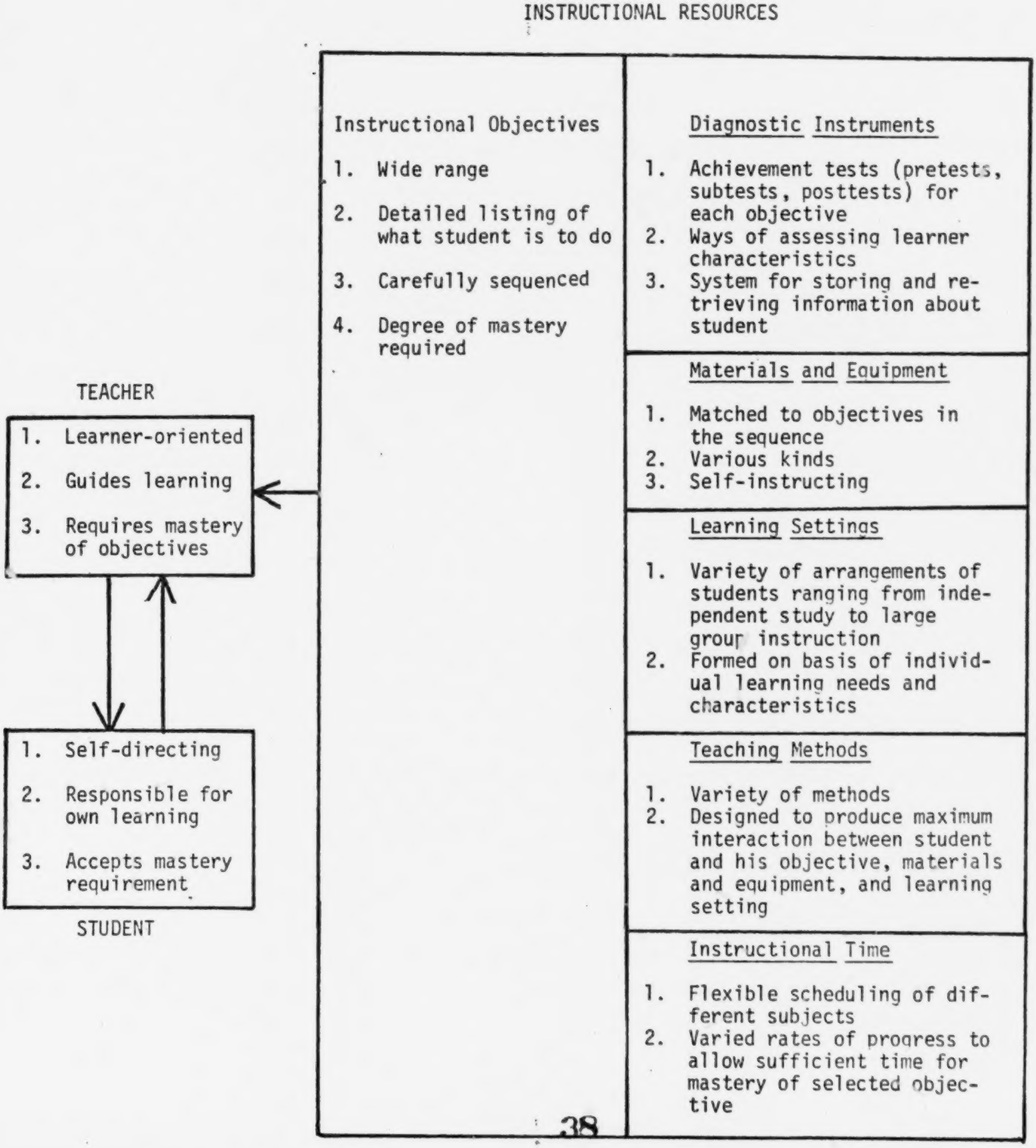
In order for a teacher to manage individualized instruction for every student in the class, the teacher-student working relationship and the instructional resources they will use must have special characteristics that help the teacher individualize instruction. Generally speaking, the teacher must be flexible and ready to adapt instruction to any individual learning need encountered in the classroom. Instructional resources must offer the teacher a wide range of choices and a variety of selections for individualizing the instruction of each student. The students themselves must work differently in such a program and interact in special ways with the teacher.

## INSTRUCTIONAL GUIDE

Figure 2 expands the description of the system of individualized instruction presented in Figure 1. Figure 2 adds the special characteristics that distinguish a system of individualized instruction from more conventional systems. Examine Figure 2 carefully in preparation for a small group discussion. The discussion will give you an opportunity to exchange ideas and information with some of the other teachers working through these materials. This exchange might include:

1. Any questions or topics you would like to discuss.
2. A discussion on the complementary roles of the teacher and student in individualized instruction.
3. A discussion on how the special characteristics of the instructional resources can help a teacher to individualize instruction. (You may wish to select one or two resources for detailed discussion or one characteristic of each resource for a broader discussion.)
4. Describe how you have individualized instruction by specifying how you worked with the student and what instructional resources you used.

Figure 2: Special Characteristics of a System of Individualized Instruction



INSTRUCTIONAL RESOURCES

Instructional Objectives

1. Wide range
2. Detailed listing of what student is to do
3. Carefully sequenced
4. Degree of mastery required

Diagnostic Instruments

1. Achievement tests (pretests, subtests, posttests) for each objective
2. Ways of assessing learner characteristics
3. System for storing and retrieving information about student

Materials and Equipment

1. Matched to objectives in the sequence
2. Various kinds
3. Self-instructing

Learning Settings

1. Variety of arrangements of students ranging from independent study to large group instruction
2. Formed on basis of individual learning needs and characteristics

Teaching Methods

1. Variety of methods
2. Designed to produce maximum interaction between student and his objective, materials and equipment, and learning setting

Instructional Time

1. Flexible scheduling of different subjects
2. Varied rates of progress to allow sufficient time for mastery of selected objective

TEACHER

1. Learner-oriented
2. Guides learning
3. Requires mastery of objectives

STUDENT

1. Self-directing
2. Responsible for own learning
3. Accepts mastery requirement

# HOW INSTRUCTION IS INDIVIDUALIZED

In individualizing instruction, the teacher starts with a particular student in mind and builds a learning program for him. In a class where instruction is individualized for all students, each student's program will differ from the others in one or more of the instructional resources assigned by the teacher. The teacher individualizes instruction by varying the instructional resources used from student to student according to each student's individual needs.

In such a class, we will find students working towards mastery of different instructional objectives. The teacher will be using different diagnostic instruments for different students. The materials and equipment used will differ from student to student. Students will be working in different learning settings and different students will spend different amounts of time on a subject and work towards mastery of an objective at different rates.

The following statements are examples of how students' individual learning programs differ from one another in one or more of the following instructional resources:

1. Instructional objectives
2. Diagnostic instruments
3. Materials and equipment
4. Learning settings
5. Teaching methods
6. Instructional time

DIRECTIONS: The following statements are examples of how students' individual learning programs differ from one another in one or more of the following instructional resources:

1. Instructional objectives
2. Diagnostic instruments
3. Materials and equipment
4. Learning settings
5. Teaching methods
6. Instructional time

USE A SEPARATE SHEET OF PAPER TO COVER THE STATEMENT DOWN TO THE LINE OF DOTS. FILL IN THE BLANK AT THE END OF EACH STATEMENT WITH AN APPROPRIATE NUMBER FROM THE LIST ABOVE TO INDICATE THE INSTRUCTIONAL RESOURCE(S) WHICH YOU FEEL ARE BEING VARIED IN EACH SITUATION. THEN SLIDE YOUR SHEET OF PAPER DOWN TO THE ROW OF STARS TO CHECK YOUR RESPONSE. CONTINUE USING THE SAME PROCEDURE FOR EACH STATEMENT.

1. High school students are permitted to learn a foreign language of their choice. __________

. . . . . . . . . . . . . . . . . . . . . . . . . . .

(1) Instructional objectives are varied by permitting different students to work in different subject areas.

* * * * * * * * * * * * * * * * * * * * * * * * * * *

2. Two students are learning to read maps. One is learning this with programmed instruction while the other learns map reading by watching a film. __________

. . . . . . . . . . . . . . . . . . . . . . . . . . .

(3) Different materials are used for different students working on the same instructional objective.

* * * * * * * * * * * * * * * * * * * * * * * * * * *

3. A student is given as much time as he needs to complete the assignment. __________

. . . . . . . . . . . . . . . . . . . . . . . . . .

(6) Different students are paced through the curriculum at different rates.

**************************************************

4. The teacher gives a lecture-demonstration to a group of students studying underwater life as a special topic.

__________

. . . . . . . . . . . . . . . . . . . . . . . . . .

(4 & 5) Instructional objectives (study of underwater life) are different for this group of students and the teacher is employing a particular teaching method with them.

**************************************************

5. Students are given a spelling pretest. __________

. . . . . . . . . . . . . . . . . . . . . . . . . .

(2) A diagnostic instrument is used to discover students' achievement in spelling before it is taught.

**************************************************

6. A few bright students begin independent study of marine biology. __________

. . . . . . . . . . . . . . . . . . . . . . . . . .

(1 & 4) Instructional objectives (marine biology) and a particular learning setting are selected based on students' abilities.

**************************************************

7. The teacher uses the questioning technique to get a quiet student to respond. __________

. . . . . . . . . . . . . . . . . . . . . . . . . .

(5) Teacher is selecting a teaching method for a student with a particular characteristic.

**************************************************

8. In a unit of Canada different students are required to do particular kinds of reporting on various aspects of the country. __________

. . . . . . . . . . . . . . . . . . . . . . . . . .

(1) Instructional objectives are being differentiated in terms of the kinds of reporting students do and the subject matter they cover.

**************************************************

9. A teacher uses a checklist to record her observations of some students reading orally. __________

. . . . . . . . . . . . . . . . . . . . . . . . . .

(2) Diagnostic instrument is used to record student behavior.

**************************************************

10. A student moving very rapidly through the math program is allowed to proceed unhindered. __________

. . . . . . . . . . . . . . . . . . . . . . . . . .

(6) Individual student is allowed to work at his own rate of progress.

**************************************************

11. Students have been assigned multi-level texts in science to match their reading levels. __________

. . . . . . . . . . . . . . . . . . . . . . . . . .

(3) Material is chosen based on students' reading abilities.

**************************************************

12. A student learning to plot simple line graphs is given graph paper, pencils and rulers. __________

. . . . . . . . . . . . . . . . . . . . . . . . . .

(3) Materials are selected for facilitating the learning of a skill by an individual student.

**************************************************

13. A teacher assigns students to pupil-teams, peer-tutoring and small group instruction in running her spelling program. __________

. . . . . . . . . . . . . . . . . . . . . . . . . .

(4) Learning settings are varied in carrying out the program.

**************************************************

14. Teacher-pupil planning is found to be a successful way in developing a new topic in Civics. __________

. . . . . . . . . . . . . . . . . . . . . . . . . .

(5) Teaching method is used to develop lesson.

**************************************************

15. Sometimes students are taught in a whole class or in a large group of more than one class. __________

(4) Learning setting is varied at different times.

**************************************************

Performance:(Continued)

Based on the information that you have just gathered, you should be able to assess the resources for individualizing instruction in your classroom. To facilitate your assessment of the resources, it would be worthwhile to begin in one specific subject area. You should be able to list all of the resources that you have in this area. In the process of listing these resources, you should consider the following areas as specific components and list all of the resources that you have under each component. A separate sheet to list the resources for each component might an aid in you assessment.

1. Objectives
2. Diagnostic instruments
3. Materials and equipment
4. Methods
5. Learning setting
6. Time

After you have completed TASK 210,
you should sign up for a discussion

# TASK 210--INQUIRY TEST

---

1. One of the first steps toward individualization would be the:

   a. development of formalized needs assessment procedures.
   b. provision of "open-concept" facilities.
   c. development of methods to help pupils work independently with their peers.
   d. development of a learning resource center.

2. The specific purposes and goals to be attained through a given learning experience in the elementary school:

   a. are specified by the curriculum maker and must be adhered to if the curriculum is to be effective.
   b. are best taken directly from the basic textbook in order to take advantage of its continuity.
   c. should be set up cooperatively by teacher and pupils.
   d. should not be specified in advance if the learning experience is to retain the flexibility it needs to be effective.

3. When individualizing the instructional program a need arises for the teacher to somehow:

   a. keep track of individual student progress.
   b. tutor each student daily.
   c. schedule each student into a group discussion.
   d. provide every student with a multi-media experience daily.

4. Teacher-pupil planning implies that pupil determine mainly the:

   a. areas to be studied.
   b. goals to be reached.
   c. overall curriculum plans but not the specific details.
   d. activities by which they can reach the goals.

5. High school students are permitted to learn a foreign language of their choice. This is an example of varying the:

   a. instructional time.
   b. instructional mode.
   c. instructional media.
   d. instructional objectives.

6. The decision to sub-group for treatment in an individualized instruction program should:
    a. come before larger group assessment has been made.
    b. be limited and seldom.
    c. be based on similar needs of students.
    d. be based upon the amount of time needed to present the necessary learning.

7. The teacher gives a demonstration to a group of students studying underwater life. This is an example of varying the:
    a. learning mode.
    b. instructional time.
    c. placement procedures.
    d. instructional objectives.

8. Individual rates of progress are possible:
    a. when instructional time is varied for each student.
    b. when a modular scheduling procedure has been implemented.
    c. through the use of "blocked" time scheduling methods.
    d. by devising a system of "back-to-back" class scheduling.

9. Learners should be grouped for instructional purposes only:
    a. when more than one of them is in need of the same skill, concept or value.
    b. when there is a clear-cut possibility of ability grouping.
    c. when their major areas of interest are similar.
    d. when they are progressing through the transitional phase from traditional to individualized instruction.

10. Which of the following is least effective as a means of dealing with individual differences in the classroom?
    a. Ability grouping.
    b. The small group method.
    c. The unit method.
    d. The lecture method.

11. Because different students learn differently, there must be alternatives provided in the form of:
    a. record keeping methods.
    b. teaching/learning methods.
    c. small group involvement.
    d. large group involvement.

12. A teacher groups five students who are having repeated difficulties with addition in solving two-step problems for instruction. This is an example of:

    a. individualized instruction.
    b. remedial class development.
    c. ability grouping.
    d. individual diagnosis of mathematics learning problems.

13. A student moving very rapidly through the math program is allowed to proceed unhindered. This is an example of varying the:

    a. instructional setting.
    b. behavioral objectives.
    c. instructional time.
    d. learning mode.

14. Two students are learning to read maps. One is working with programmed instruction while the other is watching a film on maps. This is a good example of varying the:

    a. instruction setting.
    b. learning resources.
    c. instructional objectives.
    d. management system.

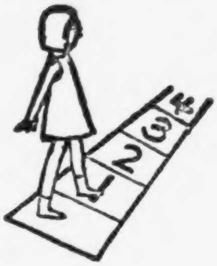
---

**TASK:** IDENTIFY AND DEFINE IN SEQUENCE THE STEPS YOU WOULD NEED TO FOLLOW IN ORDER TO INDIVIDUALIZE INSTRUCTION IN YOUR CLASSROOM.

---

## LEARNING PERFORMANCE OBJECTIVE:

221: WRITE IN THEIR LOGICAL ORDER (DESCRIBING THE COMPONENTS OF EACH) AT LEAST SIX MAJOR STEPS THAT YOU SHOULD CONSIDER IN ORDER TO INDIVIDUALIZE INSTRUCTION IN YOUR CLASSROOM.



## LEARNING RESOURCES OBJECTIVE 221:

READ

"Individualizing Science Education" by Rasmussen

"Preparing Behavioral Objectives"
by Robert Mager

"An Instructional Management Strategy for Individualizing Learning"
by Philip G. Kapfer

"What's in a Learning Package"

"How You Can Individualize Instruction Right Now"
by Dwight Allen

"Model for Developing an Individualized Continuous Progress Curriculum Unit"
by Glen F. Ovard

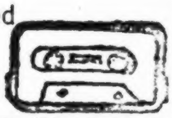
"Do We Group in Individualized Programs"
by Dorris M. Lee

See:
Sample learning packages from other school districts. These are located in folders for this particular task.

"Group Instruction with the Individual Touch"
by Robert R. Gard

"The Systematic Selection of Instructional Materials Based on an Inventory of Learning Abilities and Skills"
by Joseph Renzulli

"Individualized Study Programs in the General Secondary School Curriculum"
by G. V. Sharp

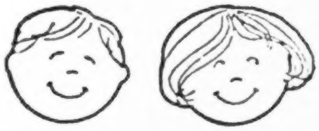
| | |
|---|---|
| VIEW<br> | "Individualized Instruction: Its Problems and Some Solutions"<br>filmstrip and cassette<br>"Individualized Instruction: Recommendations for Implementations"<br>filmstrip and cassette<br>"Selecting Appropriate Educational Objectives"<br>filmstrip, tape and worksheet<br>"Establishing Performance Standards"<br>filmstrip, tape and worksheet<br>"Evaluation"<br>filmstrip, tape and worksheet |
| LISTEN | "Changes in Curriculum Materials in Individualized Instruction Programs"<br>cassette tape by Dr. Sidney P. Rollins<br> |

**PERFORMANCE OBJECTIVE 221:** WRITE IN THEIR LOGICAL ORDER (DESCRIBING THE COMPONENTS OF EACH) AT LEAST SIX MAJOR STEPS THAT YOU SHOULD CONSIDER IN ORDER TO INDIVIDUALIZE INSTRUCTION IN YOUR CLASSROOM.

DIRECTIONS: USING THE STEPS THAT ARE NECESSARY IN INDIVIDUALIZING INSTRUCTION, COMPLETE THE FOLLOWING:

1. SELECT A STUDENT CURRENTLY ENROLLED IN YOUR CLASS.

   HIS/HER NAME ______________________________



2. PLAN AND DESCRIBE AN INDIVIDUAL PROGRAM OF STUDIES FOR THIS STUDENT BY FOLLOWING THE STEPS OUTLINED IN THE "INSTRUCTIONAL GUIDE." IDENTIFY AN OBJECTIVE, DESCRIBE THE DIAGNOSIS YOU MIGHT USE, LIST ALL OF THE RESOURCES AVAILABLE FOR THIS OBJECTIVE, DESCRIBE HOW YOU WOULD INITIATE AND CARRY OUT THE PROGRAM, BRIEFLY DESCRIBE HOW YOU WOULD FACILITATE AN ON-GOING EVALUATION, AND FINALLY, TELL HOW YOU MIGHT DETERMINE MASTERY.

A. OBJECTIVE

B. DIAGNOSIS

C. RESOURCES

D. IMPLEMENTATION

E. ON-GOING EVALUATION

F. MASTERY

After completing TASK 220, you should sign up for a discussion

# INSTRUCTIONAL GUIDE

In creating an individual program of studies for a student, the teacher has to proceed rather systematically in selecting and utilizing appropriate instructional resources. There have been many approaches suggested as to the order or sequence to follow in developing the appropriate program of studies for a student. The following steps are suggested as those which are generally followed in developing individualized instructional programs:

1. Selection of instructional objectives.

   The beginning point of any learning program is the objective. Behavioral objectives are a statement of what the student is going to be able to do when he has learned or mastered the objective. The objective is the final goal, the end result of a process of learning. Whatever the objective may be, it is selected on the basis of what the student needs to learn next. The teacher's task in writing the learning program is to design learning activities which will bring the student to the final goal actually specified in the objective.

2. Diagnosis of learning needs.

   Before instruction begins, the teacher should determine what the student knows or does not know. In addition, the teacher needs to gather information about the student's past performance and background. This gives the teacher a set of data upon which to build the student's program. These data are derived from pencil and paper tests, performance tests, checklists, informal inventories, standardized tests, cumulative records, etc.

3. Development of student's program.

This is the last phase of pre-instructional planning. The teacher has to review all of the resources available to develop mastery of the objective and then select those resources that will help the student master the instructional objective. At the end of this step, the initial design of an individual program of studies for the student is completed.

4. Implementing the student's program.

At this point, both the teacher and the student carry out the program of studies as designed. The student uses the appropriate instructional resources and works towards mastery of the objective while the teacher guides him in carrying out the program. This step is concerned with implementing the program as initially developed by the teacher and is very closely related to the next step.

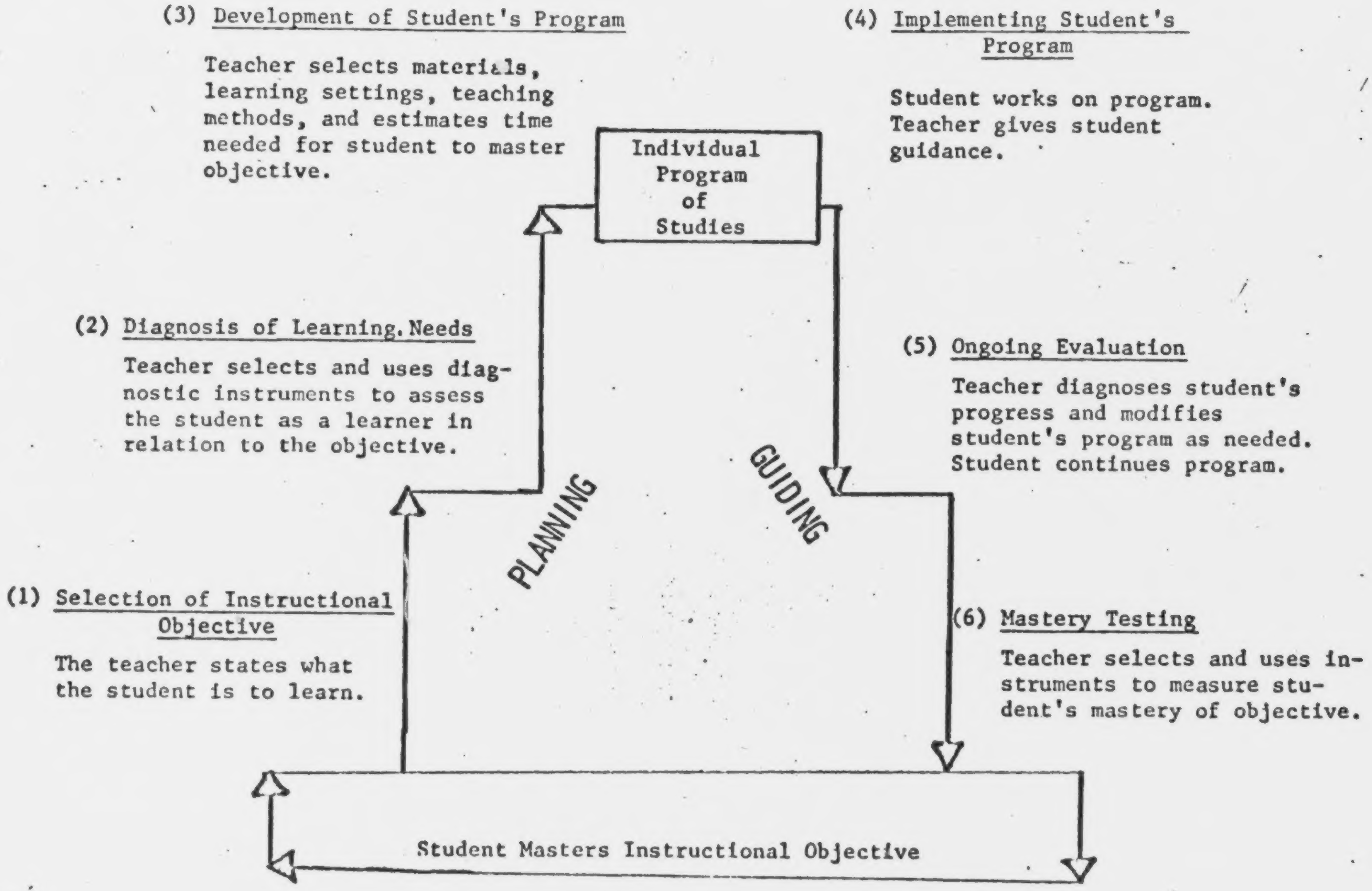
5. Ongoing evaluation;

As the student is working through his program of studies, his performance provides the teacher with data about its effectiveness. The teacher uses work products and the behaviors that the student exhibits as he works in the program as additional diagnostic data. These data tell the teacher whether or not the student is making progress towards mastery, and suggest reasons for progress or lack of progress. Based on this, the teacher may modify the student's program by repeating some or all of the pre-instructional activities of Steps 2 and 3 (Diagnosis and Prescription). The cycle of ongoing evaluation, re-diagnosis, re-development and implementation is continued until the teacher judges the student is ready to be tested for mastery of the objective.

6. Mastery testing.

Once the teacher has concrete evidence from the ongoing evaluation that the student has mastered his instructional objective and she can predict a high probability of success on a mastery test, the teacher selects an appropriate mastery test and assigns it to the student.
If the student's test performance indicates mastery of the objective, he is recycled to start a new program of studies. The teacher starts with Step 1 again. In the event the student does not meet the mastery criterion, his test performance is used as additional diagnostic data and the teacher recycles his program through all or part of Steps 2, 3, 4 and 5.

## Steps in Individualizing Instruction



Individual Program of Studies
PLANNING
GUIDING
Student Masters Instructional Objective

(1) Selection of Instructional Objective

The teacher states what the student is to learn.

(2) Diagnosis of Learning Needs

Teacher selects and uses diagnostic instruments to assess the student as a learner in relation to the objective.

(3) Development of Student's Program

Teacher selects materials, learning settings, teaching methods, and estimates time needed for student to master objective.

(4) Implementing Student's Program

Student works on program. Teacher gives student guidance.

(5) Ongoing Evaluation

Teacher diagnoses student's progress and modifies student's program as needed. Student continues program.

(6) Mastery Testing

Teacher selects and uses instruments to measure student's mastery of objective.

## TASK 220--INQUIRY TEST

---

1. The starting point for instructional decisions should be:

   a. each individual student.
   b. the grade level scope and sequence matrix.
   c. standardized diagnostic tests.
   d. mean achievement level of the clients.

2. Individualized instruction components should be arranged in the following order to facilitate a program:

   a. resources, diagnosis, objectives, implementation, evaluation.
   b. objectives, resources, implementation, diagnosis, evaluation.
   c. diagnosis, resources, objectives, implementation, evaluation.
   d. objectives, diagnosis, resources, implementation, evaluation.

3. Which one of the following is not an advantage of a teacher-developed individualized program?

   a. The program is customized to the class.
   b. All teachers are writers.
   c. Each teacher is aware of the needs of her group.
   d. The teacher is familiar with the materials available.

4. Identify the sequence a teacher should follow in teaching a particular skill in individualized instruction:

   a. introduce the skill, provide practice, provide reinforcement, evaluate performance.
   b. introduce concept, diagnose, provide practice, evaluate performance.
   c. introduce prescription, provide practice, describe the skill, reinforce learning.
   d. introduce knowledge, practice, provide reinforcement, evaluate.

5. Of the choices below, which would not be considered an advantage to using behavioral objectives?

   a. They place emphasis on learner and learning.
   b. Instruction becomes more effective and efficient.
   c. They clearly identify for the learner what he is to learn.
   d. They lessen the amount of teacher instructional time.

6. Small group techniques work best with:

    a. disruptive students.
    b. students with similar needs.
    c. quiet, shy children.
    d. similar abilities.

7. Which one of the following is an advantage of the audio-tutorial approach in individualized instruction?

    a. This method has no mannerisms to alienate the child.
    b. It introduces skills better than a teacher.
    c. It provides an opportunity for the teacher to do more planning.
    d. It enables the student to be free of his peer pressure.

8. What is the basic reason for diagnosing the individual student?

    a. To find out what he has learned, hence start instruction at that point.
    b. To place him homogeneously, hence facilitate educational progress.
    c. To help develop his potentialities and strengthen his weaknesses.
    d. To keep up to date in respect to educational theory and practices.

9. Which is not a method of diagnosing a learner's needs?

    a. The use of a standardized achievement test such as the Metropolitan Achievement Test Battery.
    b. The use of a commercial diagnostic test such as the Stanford Reading Diagnostic Test.
    c. Teacher-student conferences and observation of student activities.
    d. A post-test in each learning package based upon the logical learning steps.

10. Which of the following would be of least concern in diagnosing a student in an individualized instructional program?

    a. Self-discipline.
    b. Interest.
    c. Background.
    d. Sex.

11. As the teacher observes the student working through his program, she may wish to:

    a. report progress through the program to the home.
    b. make modifications in the program as deemed appropriate.
    c. test the student on Friday as she does other students.
    d. modify the content outline to meet individual needs.

12. The appropriate way to determine mastery is:

    a. by use of the normal or bell-shaped curve.
    b. through comparison of a student against a standard group of students.
    c. through comparison of a student's work against given performance criterion.
    d. by comparison of a student's work against the teacher's expected goal for that student.

TASK: IDENTIFY CLASSROOM RECORD-KEEPING PROCEDURES THAT YOU COULD UTILIZE WHEN INDIVIDUALIZING INSTRUCTION IN YOUR CLASSROOM.

## LEARNING PERFORMANCE OBJECTIVES:

231: DESCRIBE AT LEAST TWO RECORD-KEEPING SYSTEMS THAT YOU COULD OBTAIN COMMERCIALLY AND EXPLAIN HOW YOU WOULD USE THEM IN YOUR CLASSROOM.

232: DESCRIBE AT LEAST TWO RECORD-KEEPING SYSTEMS THAT HAVE BEEN DEVELOPED BY OTHER TEACHERS USING AN INDIVIDUALIZED LEARNING PROGRAM AND EXPLAIN HOW YOU COULD ADAPT THESE TO YOUR CLASSROOM.

233: BASED ON THE INFORMATION YOU HAVE GATHERED, DEVELOP A RECORD-KEEPING SYSTEM THAT YOU COULD USE IN YOUR CLASSROOM AND EXPLAIN ITS OPERATION.

## LEARNING RESOURCES OBJECTIVE 231:

READ

"How Instructional Systems Will Manage Learning"
by John C. Flanagan

Scan folders containing information about:

P.L.A.N.
I.P.I.
C.P.L.

## PERFORMANCE OBJECTIVE 231: DESCRIBE AT LEAST TWO RECORD-KEEPING SYSTEMS THAT YOU COULD OBTAIN COMMERCIALLY AND EXPLAIN HOW YOU WOULD USE THEM IN YOUR CLASSROOM.

| NAME OF PROGRAM | HOW IT MIGHT BE USED (if it can) |
|---|---|
| 1. | |
| 2. | |

## LEARNING RESOURCES OBJECTIVE 232:

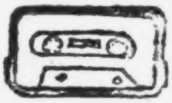
**READ**

"Position Paper - Self-Structuring"

"Preparing Records and Organizing Materials for Instructional Packages"

**LISTEN**

"Administrative Procedures in Individualized Instruction Programs"
cassette tape by Dr. Sidney P. Rollins



**PERFORMANCE OBJECTIVE 232:** DESCRIBE AT LEAST TWO RECORD-KEEPING SYSTEMS THAT HAVE BEEN DEVELOPED BY OTHER TEACHERS USING AN INDIVIDUALIZED LEARNING PROGRAM AND EXPLAIN HOW YOU COULD ADAPT THESE TO YOUR CLASSROOM.

| NAME OF PROGRAM | HOW IT MIGHT BE USED (if it can) |
|---|---|
| 1. | |
| 2. | |

## LEARNING RESOURCES OBJECTIVE 233:

THERE ARE NO SPECIFIC LEARNING RESOURCES IDENTIFIED FOR THIS OBJECTIVE. YOUR RECORD-KEEPING SYSTEM SHOULD BE BASED ON YOUR PERCEPTION OF THE INFORMATION ALREADY PRESENTED

**PERFORMANCE.OBJECTIVE 233:** BASED ON THE INFORMATION YOU HAVE GATHERED, DEVELOP A RECORD-KEEPING SYSTEM THAT YOU COULD USE IN YOUR CLASSROOM AND EXPLAIN ITS OPERATION.

SYSTEM AS IT MIGHT LOOK:

MATERIALS NEEDED:

STAFF RESPONSIBILITY:

DESCRIBE (BRIEFLY) USE OF SYSTEM:

After you have completed TASK 230,
you should sign up for a discussion

## TASK 230--INQUIRY TEST

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1. The basic purpose of record keeping and management procedures would be to:

   a. assist the teacher in evaluating pupil progress.
   b. provide historical information for program evaluation.
   c. assist students in planning and implementing their program.
   d. provide justification and information for home reports to parents.

2. Which of the following would not be considered an important reason for record keeping?

   a. Identifies student progress.
   b. Identifies student instructional needs.
   c. Useful during parent-teacher conferences.
   d. Identifies students who are not up to class norm.

3. When developing a management system for an individualized instructional program, which one of the following would be representative of the minimum basic information that should be contained:

   a. names, description of learnings, dates relating to achievement and initial involvement, method, mode and test data.
   b. teacher names, student names, test information, dates of birth, groupings maintained, number of pages completed, group participation.
   c. student names, resource people utilized, print information utilized, partners worked with, pre-test score.
   d. title of unit, student name, objective studied, package concept, rationale, post-test.

4. Program for Learning in Accordance with Needs (PLAN) makes use of which one of the following as its management/record keeping system?

   a. A sophisticated wall chart and booklet system for each learning unit.
   b. A data processing card sort and printer.
   c. A computer, terminal and process component.
   d. A key sort card system utilizing direct input facilities.

5. Individually Prescribed Instruction (IPI) utilizes which one of the following as its management system?

   a. Record keeping booklet sold by the publisher.
   b. Record keeping chart suggested by the organization.
   c. Computer terminal and process component.
   d. Detailed wall chart system developed by master teachers.

6. The central instructional component of a record keeping or management system should be the:

   a. evaluation data.
   b. instructional setting.
   c. instructional time.
   d. performance objectives.

# 240

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**TASK:** PREPARE A SIMPLE LEARNING PACKAGE APPROPRIATE FOR STUDENTS IN YOUR CLASSROOM.

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## LEARNING PERFORMANCE OBJECTIVES:

241: WRITE A SIMPLE LEARNING PACKAGE APPROPRIATE FOR TWO OR THREE STUDENTS IN YOUR CLASSROOM.

242: SELECT THREE STUDENTS WITH VARYING CHARACTERISTICS AND IMPLEMENT THE LEARNING PACKAGE YOU HAVE JUST COMPLETED.

243: WITH AT LEAST TWO OTHER PERSONS, EVALUATE THE OVERALL EFFECTIVENESS OF YOUR LEARNING PACKAGE AND REWRITE OR REDEVELOP THOSE AREAS THAT YOU FEEL SHOULD BE CHANGED.

## LEARNING RESOURCES OBJECTIVE 241:

| | |
|---|---|
| READ | "What's in a Learning Package"<br>"Evaluating the Individualized Instructional Program"<br>"Developing Individual Study Units"<br>"Classroom Strategies for Success With Packages"<br>"Getting Started Into a Package Program" |

**PERFORMANCE OBJECTIVE 241:** WRITE A SIMPLE LEARNING PACKAGE APPROPRIATE FOR TWO OR THREE STUDENTS IN YOUR CLASSROOM.

PRESENT A VERY SIMPLE LEARNING PACKAGE THAT MIGHT BE APPROPRIATE FOR A PARTICULAR STUDENT THAT YOU KNOW. SELECT AN AREA YOU ARE FAMILIAR WITH AND DETERMINE A FORMAT THAT YOU FEEL IS MOST FUNCTIONAL. USE A SEPARATE SHEET OF PAPER FOR THIS ACTIVITY.

USE THE EVALUATION SHEETS TO EVALUATE YOUR LEARNING PACKAGE.

## GENERAL EVALUATION

Examine the learning package that you have just completed. Does it meet the following criteria?

_____ a. Are there separate and unique components in your package?

_____ b. If any elements are not present, should they be?

_____ c. Is the curricular content of each element consistent with or relevant to each other element?

_____ d. Does each element communicate? For example, will students be able to understand what they see and read, and will they know what they are expected to do?

_____ e. Have individual differences among students been considered? In other words, are the elements applicable to an appropriate range of student abilities, learning "styles" or skills, perceptubal-conceptual backgrounds, and motivational states?

## SPECIFIC EVALUATION OF LEARNING PACKAGE

Use the following list of criteria to evaluate the consistency and organization of the learning package that you have just developed.

### Major and Component Ideas (Concept and Sub-Concepts)

1. Are the concept and sub-concepts stated simply and completely?
2. Are the concept and sub-concepts written at the language level of the proposed learner?
3. Are the sub-concepts logical and relevant segments of the concept?
4. Are the sub-concepts manageable within a single learning package?

### Learning Objectives

1. Are the learning objectives stated simply and completely?
2. Are the learning objectives written at the language level of the proposed learner?
3. Are actions described that can reasonably be expected to result only if the desired conceptualizations have occurred?
4. Are intended outcomes described specifically enough so that evaluation is possible, but not so speciffically as to result in segmented, non-functional behaviors?
5. Are the conditions specified under which evaluation will occur?
6. Are the qualitative and/or quantitative expectations clearly stated or implied?

### Learning materials and activities

1. Will the learning materials and activities help the student realize the performances specified in the learning objectives?
2. Do the learning materials and activities provide direct perceptual experiences with the properties of objects, processes, and/or consequences? If not, do they elicit vivid recall of prior experiences with those properties?

3. Do the materials and activities employed operate through sense channels that match the properties about which the student is learning?

4. Do the materials and activities employed operate through verbal channels when necessary and effective?

5. Do student responses required by the materials and activities utilize the following two processes, either separately or in combination: (a) verbal or pictorial responses, and (b) overt non-verbal executions?

6. Have materials and activities been provided for the student who' learns best by visual means? by oral-aural means? by physical means?

7. Has a variety of materials and activities been provided at each of several specific performance levels?

8. Is there sufficient range of difficulty in the materials and activities listed?

## Evaluation

1. Do the test items call for behaviors identical to the action terms in the learning objectives?

2. Does pre-testing diagnose what should be learned in the learning package (in other words, which objectives have already been met and which have not)?

3. Does self-testing help the student decide whether he needs to re-cycle himself for additional learning activities before taking the post-test?

4. Does the difference in response between pre- and post-testing provide a measure of learning growth?

5. Does self-testing help the student set his own specifications for achieving the learning objectives?

6. Does self-testing take the student's focus off the teacher and place it on the learning task?

7. Do testing procedures focus on achievement rather than on failure?

8. Do test results help the student determine his next steps in learning?

9. Does testing provide feedback for continued curriculum development?

Organization

1. Are your learning packages organized according to a format? Can the modification or omission or any of the elements in your format be justified?
2. Will students be able to understand what they see and read? In other words, will they know what they are expected to do in an individualized program that incorporates your learning packages?
3. Are the learning packages attractively designed?

| LEARNING RESOURCES OBJECTIVE 242: | |
|---|---|
| READ | Case studies for your particular level or area, select three (3). |

PERFORMANCE OBJECTIVE 242: SELECT THREE STUDENTS WITH VARYING CHARACTERISTICS AND IMPLEMENT THE LEARNING PACKAGE YOU HAVE JUST COMPLETED.

USING THREE OF THE CASE STUDIES FOR YOUR PARTICULAR LEVEL OR AREA, DESCRIBE OR DISCUSS HOW YOU PLAN TO IMPLEMENT YOUR LEARNING PACKAGES WITH THESE STUDENTS.

# PRIMARY CASE STUDIES

1.) Nathan is a third grader who has always been a very active student, which has gotten him in difficulty with his previous teachers. He thoroughly enjoys working with his hands and is quite capable with machinery of all types. He has never liked reading and does poorly. He takes part in discussions when they are held but seems to bring most of the information he shares in these discussions to school after watching various news programs on television. His real interests are in math and science. In these two areas he is always doing some project or experiment that requires his building something. He is also very creative in art and excels at physical education. On the basis of standardized tests he obtained the following scores:

| Areas | Grade Equivalent |
|---|---|
| Vocabulary | 3.5 |
| Reading Comprehension | 2.1 |
| Word attack skills | 2.2 |
| Total Reading | 2.9 |
| Math Problem Solving | 2.8 |
| Math computation | 4.2 |
| Total Math | 3.5 |

2.) Carol is a second grade student who has been described by her first grade teacher as "fast." She is quick and resourceful in her own right and works well independently. She has the most difficult time, however, in working with other students. She does not like to wait for them as

they work at their math or reading or other areas. She can be found quite often helping these other students. She is an avid reader and generally avoids situations where she cannot read something in order to learn. She is an active participant in art, but generally draws pictures of horses. Her standardized test scores are as follows:

| Area | Percentile |
|---|---|
| Reading Comprehension | 99.8 |
| Vocabulary | 98.2 |
| Word attack skills | 97.3 |
| Total Reading | 98.4 |
| Math Computation | 97.3 |
| Math Problem Solving | 98.5 |
| Total Math | 97.9 |

3.) Samuel is seven years old. He generally requires special help and encouragement before he finishes his various tasks. He is easily diverted from his work and is decidedly irregular in his attention and application. He generally lacks a sense of responsibility and will allow, and even encourage other students to do his work. He does not like to sit and read, but thoroughly enjoys audio-visual programs where he can turn the filmstrip or push the button on the cassette. He has had a limited number of genuinely worthwhile experiences, such as going to the zoo or to the beach, or even seeing a movie. The following represents his scores on a standardized test:

PRIMARY CASE STUDY

| Area | Grade Equivalent |
|---|---|
| Reading Comprehension | 0.9 |
| Vocabulary | 0.8 |
| Word attack skills | 0.7 |
| Total Reading | 0.8 |
| Math Computation | 0.4 |
| Problem Solving | 0.6 |
| Total Math | 0.5 |

## INTERMEDIATE CASE STUDY

1.) Keith is twelve. Last year Keith completed the math program for his level and began the next level. His interests and abilities definitely lie in the field of math. He isn't sure what he wants to be but does realize that he is good in math.

Science is also one of Keith's favorite subjects. Last year he completed the entire science program for his level. Keith did several projects in conjunction with the science program and entered one in the local county science fair. At one time during the year he read about several careers combining science and math.

In the areas of language arts and reading, Keith is not as enthusiastic. He generally does what is expected of him but does not go beyond. His test results in these areas indicate that he has fair ability. Grammar is difficult for him according to his remarks during several teacher-student counseling sessions about his work in these areas.

Social studies is the most difficult subject for Keith. He quite often does not finish his work in this area. His general attitude toward social studies is quite negative.

2.) Pam is one of the more popular students in her sixth-level class. She generally has time to counsel her friends but quite often fails to be very self-directing. She will generally put off assignments of her own if she can so that she may help a fellow classmate. She has always been quick to grasp new ideas and is an excellent language arts and reading student.

Pam's involvement in math and science leaves much to be desired. She can accomplish her tasks but does not take an active role in these two areas. She has indicated her distaste for these areas and says she sees no value in either of these subjects.

Pam says her goal is to become either a lawyer or a social worker. She is actively involved in community projects relating to ecology and the environment. Whenever these areas are discussed in class, Pam generally assumes a very active role and quite often ends up as discussion leader.

3.) Roland is a new student to the school. Last year he attended a school in another state and there was little information that accompanied him. Generally he seems to be alert and rather outgoing. He likes to handle the machines in the room, such as the cassette, filmstrip projector, record player and other items.

The following are the standardized test scores which appear in his folder for the Iowa Test of Basic Skills:

| Area | Grade Equivalent |
|---|---|
| Vocabulary | 7.3 |
| Reading Comprehension | 7.0 |
| Language Arts | 6.9 |
| Work-study Skills | 8.2 |
| Arithmetic Skills | 7.9 |

## SECONDARY CASE STUDIES

1.) Doug is fifteen. He was in an individualized instructional classroom last year and is beginning his second year in such a program. Last year he completed all fifteen of the assigned tasks in science; that was his favorite subject. His test results in this area were generally very good. He has often expressed interest in a career related to science, like a chemist or a medical researcher or a biologist.

In social studies, Doug completed nine of the eleven tasks assigned. The test scores were either just passing and some were not pass. Although Doug has traveled some around the United States and Canada, he was not especially interested in the social studies program.

Math is Doug's poorest subject. He completed all nine of the assigned tasks but had to retake several of those tests after receiving not pass test results. Doug is concerned about his math results because of the possible relationship of math to his career goals.

Doug enjoys reading and language arts although his outside reading is mostly centered around material relevant to science.

2.) Lisa is sixteen and has always been in a very traditional classroom situation. She has always been an outstanding language arts and drama student. She is very creative and has had many of her oil paintings on display at various art fairs in the area. She excels in group discussions and has recently joined the debate team for the school. She reads constantly and has never had any difficulty in this area.

Lisa, however, has always struggled with the math and science programs. She repeatedly has to spend extra time after school in these areas and seems to really care less about these two areas. Since she wants to become either an interior decorator or fashion designer, she can see absolutely no value of these two areas.

3.) Harry, who is fourteen, has always been the "scientist" in his class. He does nothing but read and write about science. In the past this has greatly upset his English and Social Studies teachers. He openly says he "hates" both English and Social Studies and could care less.

Harry is generally described as very active in class and easily diverted from tasks if he does not like them.

Harry has recently completed the Metropolitan Achievement Tests and received the following results:

| Areas | Percentile |
|---|---|
| Word Knowledge | 92. |
| Reading | 89. |
| Spelling | 61. |
| Language (grammar) | 38. |
| Language study skills | 41. |
| Arithmetic | 98. |
| Social Studies skills | 22. |

## LEARNING RESOURCES OBJECTIVE 243

| | |
|---|---|
| READ | "Evaluating the Individualized Instructional Program"<br>Review the evaluation checklist |

PERFORMANCE OBJECTIVE 243: WITH AT LEAST TWO OTHER PERSONS, EVALUATE THE OVERALL EFFECTIVENESS OF YOUR LEARNING PACKAGE AND REWRITE OR REDEVELOP THOSE AREAS THAT YOU FEEL SHOULD BE CHANGED.

After you have completed TASK 240 you should sign up for a discussion

## TASK 240--INQUIRY TEST

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1. Which of the following would be the most appropriate rationale for utilizing learning packages in an individualized program?

   a. Learning packages provide for the inclusion of a variety of events and activities that individualize the instructional program.
   b. Learning packages can be reproduced and utilized by many teachers as they individualize the program.
   c. Learning packages free the teacher from preparing any curriculum materials thus enabling her to tutor more students.
   d. Learning packages provide for the restructuring of the curriculum to enhance individual and small group learning.

2. Which sequence for a format for learning packages would be most appropriate?

   a. Title, concept, learning objective, pre-test, learning activities, self-evaluation, quest.
   b. Concept, title, pre-test, behavioral objective, self-evaluation, learning activities, post-test.
   c. Title, concept rationale, pre-test, learning activities, post-test, inquiry activities.
   d. Concept rationale, learning objective, pre-test, self-evaluation, learning activities, quest.

3. In an individualized instructional program, it is necessary for teachers to formalize:

   a. rationale statements for each learning package.
   b. learning objectives in writing.
   c. a placement, pre-test and post-test procedure for every unit.
   d. the same multi-media experience for each student.

4. The purpose of learning materials and activities in a learning package is to assist the:

   a. teacher in identifying all of the probable learning resources available relating to the learning objective.
   b. student in attaining the competencies described by the learning objective.
   c. student in identifying the learning objective by using a multi-media approach.
   d. librarian in locating materials that will facilitate understanding of the learning objective.

5. The learning materials and activities in a learning package relate directly to:
   a. objectives.
   b. concepts.
   c. test items.
   d. goal statements.

6. In considering the appropriateness of the learning materials and activities in a learning package, which one of the following would be least appropriate?
   a. The learning materials and activities operate through service channels that match the properties about which the student is learning.
   b. The learning materials and activities operate through verbal channels when necessary and effective.
   c. A variety of learning materials and activities have been provided at each of several performance levels.
   d. The learning materials and activities should help the student realize the completion of a wide range of objectives.

7. In identifying learning activities, it is important that all students have:
   a. those activities they need.
   b. the same activities.
   c. a variety of activities.
   d. a try at the same activities.

8. The learning objective in a learning package is an imperative element. Which statement best describes an appropriate learning objective?
   a. Learning objectives are stated simply and facilitate flexibility in their interpretation.
   b. Learning objectives should be so written that the teacher knows when he has obtained the objective.
   c. Learning objectives should be written so that evaluation is possible.
   d. Learning objectives should describe only the behavior and action to be acquired.

9. Instructional packages should:
   a. change frequently to meet changing demands.
   b. be pre-developed to represent the total program.
   c. be broadly based to accommodate students' needs as they arise.
   d. be pulled as much as possible from existing programs to facilitate standardization.

10. In evaluating the overall format and content of a learning package, which one of the following criteria would be least relevant?

    a. There are separate and unique components in the package.
    b. The elements are applicable to the average achievement level of the class.
    c. The students will be able to understand what they see and read and know what they are expected to do.
    d. The curricular content of each element is consistent with other elements.

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TASK: IDENTIFY A PROCEDURE FOR EVALUATING THE CONTINUOUS PROGRESS SYSTEM UNDER WHICH THE INDIVIDUALIZED INSTRUCTIONAL PROGRAM OPERATES.

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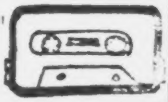
## LEARNING PERFORMANCE OBJECTIVE:

311: WITH AT LEAST ONE OTHER PERSON LIST THREE PROBABLE PROCEDURES YOU WOULD USE TO EVALUATE THE OVERALL EFFECTIVENESS OF AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM AS IT RELATES TO EACH OF THE FOLLOWING: STUDENTS, TEACHERS AND PARENTS.

## LEARNING RESOURCES OBJECTIVE 311:

| | |
|---|---|
| READ<br> | "Evaluation Under Individualized Instruction"<br>by Wang and Yeager<br>"The Role of Evaluation in Programs for Individualized Instruction"<br>by Lindvall & Cox<br>"Evaluating the Individualized Instructional Program" |
| VIEW<br> | "Individualized Instruction: Its Nature and Effects"<br>filmstrip and cassette<br>"Individualized Instruction: Its Objectives and Evaluation Procedures"<br>filmstrip and cassette |
| LISTEN | "Evaluation of Individualized Instruction Programs"<br>cassette tape by Dr. Sidney Rollins<br> |

**PERFORMANCE OBJECTIVE 311:** WITH AT LEAST ONE OTHER PERSON LIST THREE PROBABLE PROCEDURES YOU WOULD USE TO EVALUATE THE OVERALL EFFECTIVENESS OF AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM AS IT RELATES TO EACH OF THE FOLLOWING: STUDENTS, TEACHERS AND PARENTS.

| PERSONNEL | PROCEDURES |
|---|---|
| STUDENTS | 1. |
| | 2. |
| | 3. |
| TEACHERS | 1. |
| | 2. |
| | 3. |
| PARENTS | 1. |
| | 2. |
| | 3. |

You should sign up for a discussion of TASK 310 at this time.

## TASK 310--INQUIRY TEST

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1. The process of evaluation is probably best used to:

    a. provide information about the adequacy of the instructional program.
    b. provide feedback so that the program may be strengthened or modified for future use.
    c. collect data to merge with that from other programs to determine budget priorities.
    d. assess and modify the program as needed to reach the goals before a terminal evaluation.

2. The best statement that can be made about evaluation is that it should be:

    a. removed from our schools.
    b. used only when needed.
    c. a continuous process.
    d. teacher directed and initiated.

3. The evaluation strategy you would be least likely to use with pupils would be:

    a. observation techniques.
    b. conferences.
    c. samples of student work.
    d. standardized achievement tests.

4. In considering the evaluation aspects of a learning package, which one of the following would be the least acceptable statement?

    a. The test items call for behaviors identical to the action terms in the learning objectives.
    b. The testing procedures should focus on failure rather than on achievement.
    c. The test results help the student determine his next step in learning.
    d. The testing procedures provide feedback for continued curriculum development.

5. In an individualized instructional program, students are encouraged to evaluate their own progress. This is encouraged to:

    a. assist the student in assuming an ever-increasing role in education.
    b. provide the student with information about his fellow classmates.
    c. assist the student in telling his parents of his successes and failures.
    d. help the student better understand his progress in relation to other students.

6. The major function of evaluation in programs for individualized instruction is to:

   a. evaluate the curriculum materials and pupil success in achieving the curriculum.
   b. diagnose pupil performance and qualities in order to adapt the pupil's program.
   c. diagnose pupil performance in order to report progress to the home.
   d. monitor pupil progress and relate this information to national norms.

7. The first diagnostic and evaluative requirement in an individualized program is the placement of each pupil in:

   a. a learning continuum at a level commensurate with his performance level.
   b. a group with similar abilities.
   c. the sub-group that is commensurate with his level.
   d. a class where his unique needs will be met.

8. The major function of placement measures is to provide:

   a. an exact placement of each pupil in the scope and sequence of the curriculum.
   b. a means for placing small groups of students to work on similar tasks.
   c. a general profile of individual pupil performance over many units of work.
   d. a means of evaluating the appropriateness of the student's work.

9. Select the statement most fundamental to the concept of educational feedback:

   a. standardized achievement tests provide data helpful to the classroom teacher in planning classroom activities.
   b. evaluation is used to provide the teacher necessary information for adjusting the curriculum.
   c. grading classroom tests and report cards provide motivation feedback for students.
   d. the goal of evaluation should be to provide the student and teacher with norm information for grouping.

10. Pupil diagnosis should be used to:

    a. select those pupils who cannot function in a normal classroom.
    b. assess the individual pupil's learning and cognitive style.
    c. determine the appropriate sequence for the introduction of new concepts.
    d. ascertain his needs for appropriate program development.

## 320

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TASK: IDENTIFY THE VARIOUS USES OF SCHOOL STAFF: SENIOR TEACHERS, TEACHER SPECIALISTS, GROUPS OF TEACHERS, AIDES, AND OTHERS AS THEY RELATE TO INDIVIDUALIZATION OF INSTRUCTION.

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## LEARNING PERFORMANCE OBJECTIVE:

321: USING THE INFORMATION PRESENTED, YOU SHOULD BE ABLE TO IDENTIFY PROBABLE USES FOR AIDES, PROBABLE DEPLOYMENT OF STAFF, AND PROBABLE USE OF OTHER PERSONNEL AS IT RELATES TO YOUR SCHOOL SITUATION.

| LEARNING RESOURCES OBJECTIVE 321: | |
|---|---|
| READ | "Staff Deployment and Use of Teachers, Aides, and Student Teachers" -- use this document with "Staff Deployment Drawings"<br>"Guide to the Para-Professional's Role in Support of the Learner" |
| VIEW | "Staff Deployment Drawings" that accompany document<br>"Organized for Learning" filmstrip and cassette |
| LISTEN | "Teacher Roles in Individualized Instruction" cassette tape by Dr. Sidney P. Rollins |

PERFORMANCE OBJECTIVE 321: USING THE INFORMATION PRESENTED, YOU SHOULD BE ABLE TO IDENTIFY PROBABLE USES FOR AIDES, PROBABLE DEPLOYMENT OF STAFF, AND PROBABLE USE OF OTHER PERSONNEL AS IT RELATES TO YOUR SCHOOL SITUATION.

THIS IS YOUR SCHOOL

| PERSONNEL | USE OR DEPLOYMENT AS IT IS NOW | USE OR DEPLOYMENT AS IT PROBABLY WOULD BE IN AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM |
|---|---|---|
| TEACHERS | | |
| SPECIALISTS | | |
| AIDES | | |
| STUDENT TEACHERS | | |
| OTHERS | | |

You should sign up for a discussion of TASK 920 at this time

# STAFF DEPLOYMENT

## USE OF TEACHERS, AIDES, AND STUDENT TEACHERS

### INTRODUCTION

The series of drawings in the accompanying booklet describe the various ways of using teachers, aides and student teachers in each of the possible physical layouts of a school building. For example, drawings 1-3 show the self-contained classroom and how staff members can be used for an individualized instructional program. A definition of the two types of aides, instructional and clerical, as well as a description of their duties is included in the Self-Contained Classroom section.

Classrooms or centers to be discussed include self-contained, teamed and open spaces. Each classroom or center discussed will include various patterns for staff deployment as well as drawings of those patterns. Advantages and disadvantages of each type of classroom will be listed at the end of each section.

The final section presents a few ideas used in schools where an individualized instructional program exists. "Study Buddies", for those classrooms or centers in which there are no instructional aides, the "Granny Corp" as a way to use older, adult community members as aides, and the volunteer worker program.

## SELF-CONTAINED CLASSROOM

Drawing 1 illustrates the use of an instructional aide in two self-contained classrooms. A full-time instructional aide could be shared between the two rooms. She could spend alternate days in each room or could alternate mornings and afternoons, seeing each teacher each day.

What qualifications should an Instructional Aide have? At least two years of college or preferably a college degree is recommended for Instructional aide or teaching assistants. They should work well with students, and be interested in the educational aspects of being an aide. Some clerical skills are desirable, such as typing. This allows the Instructional aide to perform some clerical tasks but also permits the aide to work closely with the teacher to help in actually instructing students. The instructional aide must be able to work closely with the teacher. The higher level the aide's participation in the classroom, the closer the communication system must be in order for the teacher to have constant and reliable feedback about the students.

What does the Instructional Aide do? Fairly specific objectives are provided by the teacher. The aide and teacher periodically review the aide's progress on these objectives. The teacher in turn provides feedback to each aide about her performance in the classroom, and about ways to improve upon that level of performance where necessary.

Instructional aides tutor students at the request and direction of the teacher. Coordination between the aide and the teacher is important, so that the teacher is always aware of special learning difficulties.

Students who are having difficulty planning their activities in the classroom often work with an instructional aide on this problem. The teacher develops a planning strategy with the student, and the aide carries out this strategy. The aide must also understand the rationale behind her working with the student having planning difficulties. The teacher and aide frequently evaluate the student's progress to determine whether the student is, indeed, becoming more independent. The planning strategy is assessed.

Instructional Aides provide an important follow-through for specific behavior modification/reinforcement techniques which the teacher is using in the classroom. Where aides work with students daily and at random, they must be aware of any special techniques being employed or there is a risk of their inadvertently working against the teacher. Aides can also provide additional information on the success or failure of the techniques.

Under certain circumstances, instructional aides can be assigned teacher lessons. The aide does the preparations for the lesson in close coordination with the teacher, and the teacher periodically evaluates lessons given by an aide in her class. Lessons which might first be assumed by the aides would be those in which a game is described. Lessons which include a discussion of activities previously covered by the teacher might be next. If an aide were responsible for the entire instructional matter of a learning package, the teacher might wish to review with the students before a test as a means of evaluating the aide's effectiveness.

* * * *

In the situation illustrated in drawing 2, a half-time clerical aide has been added to share between two self-contained rooms.

There are two basic kinds of teacher aides which can be used in an individualized instructional classroom--the instructional aide, described previously, and the clerical aide. The clerical aide helps the teacher to keep records, hand out and collect materials, and other routine tasks which do not require educational training. Although a clerical aide may correct papers or answer non-instructional questions in the classroom, she does not actually become involved in teaching (tutoring or counseling) students. This type of aide is trained by the teacher for specific tasks in the classroom.

What kinds of tasks are done by Clerical Aides? Clerical aides can catalogue and organize most classroom materials according to the system designated by the teacher. Coordination between the teacher and aides is required so that aides will know what materials should be made available to the students at what time, and which materials are no longer in use and can be stored. Organization and maintenance of storage areas can also be assigned to a clerical aide.

Materials needed for learning packages, such as language master cards, charts, etc., can be prepared by clerical aides at the teacher's direction. Aides can be responsible for preparing all instructional items to accompany the learning packages the students use.

Teachers can assign clerical aides responsibility for general class routine tasks, such as roll taking, supervising clean-up, lunchtime responsibilities, PE, etc.

Student worksheets and papers can be corrected by clerical aides. Teachers must set standards for correction and should be alerted to special problems.

With the necessary instruction, clerical aides could be responsible for the record keeping or management system as devised by the teacher.

All audio-visual equipment can be maintained by clerical aides. In addition, aides can instruct students in the use of this equipment if given direction by the teacher.

After the teacher has reviewed the objectives of a learning package with a student, a clerical aide can administer the test (usually with primary students). This would involve preparing testing materials, administering the test, correcting the test, and completing the necessary record keeping chores. The aide would naturally report any peculiarities during the testing session to the teacher before correcting and recording the test information.

Aides can answer many of the questions of a non-instructional nature which arise in the classroom. It is important, however, that teachers instruct aides not to answer questions which do not foster student self-direction, such as where to find materials.

* * * *

Now, look at drawing 3. A student teacher in an individualized instructional classroom can serve many of the functions of an instructional aide, as well as being trained as a teacher. For example, the student teacher may be tutoring students in order to achieve one of the objectives of inservice training. If student teachers are rotated throughout the school year, an instructional aide may not be needed. One note of caution is that teachers who are new to an individualized instructional program should not be overburdened with a student teacher(s) during their first year in the program.

* * * *

Some of the advantages and disadvantages of a self-contained classroom are:

Advantages-----One teacher is responsible for specific students in all subject areas.
-Parent conferencing is facilitated because only one teacher is involved.
-The one teacher becomes familiar with materials in all content areas and can relate them across subjects.

Disadvantages--Students have no opportunity to work with a variety of teachers.
-If materials are stored for all subjects in each room, materials will have to be ordered in larger quantities because students would need several levels of materials.
-This leads to a greater expense, especially when multiage grouping is used.

## TEAMING SITUATION

Now, look at drawings 4 and 5. These drawings are typical teaming situations.

In an intermediate or secondary room with two teachers, a half-time instructional aide or a half-time clerical aide might be employed, depending upon the teachers' needs. Students may be the same age or of varying ages in the intermediate setting.

In this type of teaming, it is common for each teacher to be responsible for two subjects with all 60 students. This allows a teacher to "specialize" as such in the two subjects he teaches. Usually, the teacher counsels the student in these two subject areas as well as tutors him. If there is more than one of these intermediate or secondary team rooms, a resource center might be set up outside the classrooms themselves. If this double room contains all the intermediate or secondary students, materials could be contained within the rooms.

Obviously, the teacher will have more time to spend tutoring and counseling students if there is another person available to handle other tasks, like checking students' work and setting out materials in primary classrooms.

* * * *

Now, look at drawing 6. This drawing could be either an intermediate or secondary classroom. Since students at this age can function more independently than primary youngsters, one teacher and one instructional aide could be effective in this arrangement. The teacher would take major responsibility for counseling all the students. The instructional aide would share the tutoring responsibilities with the teacher under the direction of the classroom teacher.

Ideally, one part-time clerical aide would be a part of this team although it is not absolutely necessary in all situations.

* * * *

Now, notice drawing 7. In this teaming situation, four teachers work together with the group of 120 students. Each teacher selects one subject for which he is responsible, and he stores the needed materials in his classroom or in a resource center nearby. Students move among the four areas depending on the subject area in which they are working. If a room is full; that is, all the work centers are taken, students are instructed to go to another room to work. For example, if a student went into the Social Studies room, but there were no available work centers, he could go to the Math room and work on Math or he could go there and read Social Studies. The purposes, then, for having rooms designated by subject are that: 1) the teacher in that room is the resource person for that subject, 2) materials may be located in that room, and 3) other students working in that subject are in that room for possible peer tutoring opportunities.

Another room in this team might well be the library and/or resource center, ideally located nearby for quick access.

An instructional aide for this team could be used quite effectively on a full-time basis among the four teachers.

A clerical aide is not essential but could lighten the load of the instructional aide by assuming the non-instructional tasks, either on a full- or part-time basis.

* * * *

Some of the advantages and disadvantages of a teaming situation are:

Advantages-----A teacher is able to specialize in a subject area.
-A teacher works with more students but in fewer areas.
-A teacher has the opportunity to work with other teachers and grow professionally as a result of this interaction.
-Teachers in a team can plan to work consistently with a student in order to increase the possiblity of affecting a major behavior change.

Disadvantages--Oftentimes, it is necessary for both or all teachers to see the parents of one student since each teacher is only familiar with the work of the student in one subject area.
-A teacher does not get to know his students well enough.
-Some teachers do not work well with other teachers.

## OPEN SPACES SETTING

A primary situation in Open Spaces is pictured in drawing 8. Since there are many times when the teacher must meet with students individually or in small groups, three teachers would be desirable. An increased pupil-to-teacher ratio is least effective in the primary levels. One full-time instructional aide would be used effectively in this cluster. Initially, one teacher may want to orient 30 children to the individualized instructional program without having the children flow from area to area within the cluster. As soon as the children are oriented, however, they should move throughout the areas and meet with each teacher for various subjects.

Materials for these primary students could be stored in the rooms as well as in the common area. All 90 students at the primary level would be contained within this cluster.

* * * *

Drawing 9, in a similar physical setup, shows that 80 intermediate students could be accommodated with two teachers and one full-time instructional aide.

The folding doors allow the cluster to be completely open so students can circulate throughout the cluster. The aide can assist the teachers with tutoring tasks as well as any non-instructional duties.

This arrangement would not be effective with primary students, but intermediate and secondary students would function quite well.

Materials for these 80 students would be stored in the classrooms as well as in the common area.

Drawings 10 and 11 present a design recommended for intermediate and secondary students. Three teachers can work effectively with these students with the help of an instructional aide and a full- or part-time clerical aide as seen in drawing 10. A similar design in drawing 11 shows 2 teachers working with 90 intermediate and secondary students with the help of an instructional aide and a full- or part-time clerical aide. Materials should be stored in the general classroom areas and in the common areas so they are accessible to the students.

The design of the open spaces classrooms is equally advantageous to primary students. Primary level students housed in these physical setups, however, would benefit from additional teachers.

* * * *

Drawing 12 shows open spaces divided by partitions which extend two-thirds of the way into the center common area. One-hundred twenty intermediate or secondary students could be housed with three teachers, one instructional aide, full-time, and half- or full-time clerical aide. Primary students housed here could use a fourth teacher.

Materials can be stored in the rooms and in the common area in the center.

* * * *

Some advantages and disadvantages of the open spaces classroom are:

Advantages-----Students can move about the area to work on any subject without leaving the area.
-Teachers have access to each other during the school hours.
-Materials can be stored in the cluster.
-Folding doors in the open spaces provide flexibility in work areas and grouping.
-Students have access to several teachers and many age level students and level materials.
-Older, younger tutors.

Disadvantages--It is more difficult for teachers to consistently observe individual student behavior, since any one student could be in several areas during the day.

## OTHER METHODS OF STAFF DIFFERENTIATION

An interesting way to look at the use of current staff is outlined on drawing 13. This team of teachers has been differentiated according to the kinds of interactions they have with students. The teacher counselor works with students on planning their long-range goals and developing programs of study, daily or weekly planning in order to use time more effectively, and any goal-setting. This person can be a teacher, a school psychologist or a pupil personnel worker. He should be a full-time member of the team in order to work most effectively with students. His major concern is to look at the total school environment each child is experiencing to insure a balance and cohesiveness.

The teacher tutor and diagnostician would have skills in the area of diagnosing specific learning difficulties. He would work with a flexible and changing group of students suspected of having a learning difficulty early in the year. After diagnosis and confirmation, he would work consistently with this group of students himself or help the other two teachers work with them. In addition, he would tutor other groups of students during the school year in their selected subject areas.

The teacher subject matter specialist and tutor would take responsibility for one or more subject areas in the team. That means he would be the resource person for the other teachers since he has expertise in those areas. He would not necessarily teach those subjects to all students, but act as a team leader for that subject. He would also tutor students, primarily in the subject areas that are his specialty.

The teacher subject matter specialist and diagnostician would have responsibilities for subject areas and, early in the year, for diagnosing possible learning difficulties, and working with those students.

The instructional aides circulate among the working students and answer questions which do not necessarily require involved information or tutoring on a concept. This type of question would be referred to the appropriate teacher tutor.

It becomes obvious when describing this method of staff deployment that these six people must work together very closely. Since the tasks are highly specialized, communication about students is essential. It would be necessary then for the four teachers to have some time set aside for them to meet and share information about students.

The advantage of this method of staff deployment is that each teacher is responsible for certain components of the students' program, so there is more assurance that these components will be in evidence. Also, teachers have the opportunity to specialize in something that interests them. It seems essential that a member of the team, such as the teacher-counselor, be responsible not for a component but for a look at the total program as it is affecting each child. Without this, the program could become a series of fragmented experiences for students.

In summary, this method has differentiated a team of teachers according to the kinds of interactions they have with students. It requires close work among the teachers and time to meet and talk about the students' needs and how they are being met.

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Another approach to staff deployment is illustrated by drawing 14 resembling a wheel. The rim of that wheel, the one who holds the parts of the wheel together, is the team leader. The team leader is a coordinator, a liaison between the team and the administration of the school, or between two teams, or between the team and community organizations. He possesses managerial skills, extensive teaching experience and training in supervision. He serves as the resource person for the team and is responsible for major decisions regarding the implementation of the program for this group of students. He works in close conjunction with the building principal, since he handles many of the administrative details of the team.

The senior teacher has developed a specialized competence in working with students and teaching. He is a career-oriented individual who is interested in studying individualized instruction in depth so that he may be more knowledgeable himself, but also so that he may assist the other teachers and interns in their work. He serves as a subject matter resource person.

A spoke in the wheel is the teacher who does not want the responsibilities of either a team leader or a senior teacher. This teacher may well be a new teacher to the profession or the school. A new teacher has a valuable opportunity here to learn from working with other more experienced personnel. This position could conceivably be a part-time position for teachers with families or other responsibilities.

The intern teacher is either a senior college student or a graduate student in education. The team leader would be responsible for the instruction and program planning of the intern. He can function in a variety of ways, depending on the needs of the team and the program designed by the team leader.

The clerical staff, of whom no professional training is required, are mature adults who work well with students. They need not be certified teachers and need not work a full day. They supervise the students in non-instructional situations, check mechanical aids after school and perform specific tasks required by the team. The number of people needed will be determined by the number of students, how often each wants to work and the needs of the team.

This arrangement necessarily is based on salary differentiation, from team leader decreasing to clerical aide. In addition, the differentiation is according to rank rather than types of interactions with students, as seen in the previous deployment method.

The advantages of this method are:

1) A teacher can realize ambitions in differentiated teaching positions
2) The non-career oriented, working mother, or temporary teacher can feel satisfied in her dealings with students while spending little extra time outside of the classroom
3) The potential professional teacher, the intern, has a program for training and a variety of people from whom to learn.

The disadvantages all revolve around the idea of such a teaching hierarchy and the inherent problems such a status-based arrangement heightens.

In summary, this method of staff deployment is based on a hierarchy of teachers whose responsibilities and salaries differ according to the position. Like the preceding method, it requires close team work and cooperation among its members.

## STUDY BUDDIES

In many classrooms where instruction is individualized and there are no instructional aides, a program called "Study Buddies" has been instituted. Students from intermediate or secondary classrooms come to the primary rooms at certain times during the day to work with students. Some study buddies are assigned to one particular child to work with each time they come on a specific task. Others work with a variety of students on any number of tasks, such as listening to a primary student read, say number facts, play the flashcard game, and help spell words.

The study buddies are volunteers who want to spend time helping younger children. They spend an average of a half-hour each day. Both students profit from the exchange and the idea has spread rapidly.

## GRANNY CORP

Many schools, multiracial elementary schools particularly, have adopted this idea. Senior citizens are recruited from the community to come to school and spend time in the classrooms. They read to the children or listen to them read. Oftentimes, they just chat with the children. The impact is tremendous and the idea has gained widespread acceptance. The senior citizen can broaden the perspective of students. It also provides a valuable link with the community.

## VOLUNTEERS

Community volunteers who spend only a few hours a week in the school can be of great assistance to the pupils and the teachers. The tasks they could complete are too numerous to mention. Just the fact that they are another adult for the pupils to interact with would be extremely positive, plus the fact that it does establish one more link with the community

## TASK 320--INQUIRY TEST

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1. Articles that deal with differentiated staffing often mention two types of aides. These are:

    a. paraprofessional; professional.
    b. clerical; instructional.
    c. lay teachers; study buddies.
    d. tutorial; secretarial.

2. The primary purpose for using paraprofessionals is to:

    a. ease the clerical burden of the teacher.
    b. provide a liaison between the students and the teachers of his team.
    c. provide parental input into the school situation.
    d. improve the situation for the learner.

3. When managing paraprofessionals, you should:

    a. set out the day before what you wish for them to do the next day.
    b. let them work at their own particular skill.
    c. have enough work ready to be done so that they need not look for things to do.
    d. avoid asking them to carry out prescription activities for learners.

4. Instructional aides in the classroom should not provide help to students by:

    a. administering tests to determine aptitudes.
    b. scoring his assignments for him.
    c. finding the necessary materials he needs.
    d. tutoring with drill exercises.

5. Which of the following tasks might not be appropriate for an instructional aide?

    a. Diagnosing student needs.
    b. Applying behavioral modification techniques.
    c. Preparation of lessons.
    d. Assisting students in planning their activities.

# TASK 320--INQUIRY TEST

Say you were an administrator who was charged with setting up an instructional situation within an open space setting. The personnel allotted to you are:

- a. teacher-counselor
- b. teacher tutor-diagnostician
- c. teacher subject matter specialist-tutor
- d. teacher subject matter specialist-diagnostician
- e. instructional aides (2)

These six individuals will be responsible for providing the learning atmosphere for 90 students (elementary). To whom would you assign the following tasks? (You may use any one of the above answers more than once if needed.) Write the letter representing the appropriate individual (see above) for the tasks on the answer sheet.

6. The resource person to which the other teachers can turn pertaining to one or more subject areas?

7. The individual to work with pupils on planning their long-range goals?

8. That person who would ascertain the possible learning difficulties in subject areas and then work with those students?

9. The person who could perform the necessary prescriptive activities?

10. The individual who would be responsible for the total school environment for each pupil?

11. That person who would pinpoint specific learning difficulties?

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TASK: IDENTIFY HOW YOU WOULD ADAPT YOUR SCHOOL ENVIRONMENT TO FACILITATE THE INDIVIDUALIZATION OF INSTRUCTION

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## LEARNING PERFORMANCE OBJECTIVES:

331: GIVEN THE PRESENT FACILITY WITHIN WHICH YOU OPERATE YOUR EDUCATIONAL PROGRAM, DESCRIBE HOW YOU WOULD ADAPT IT, WITHOUT ADDITIONAL RESOURCES, TO FACILITATE THE INDIVIDUALIZATION OF INSTRUCTION AS IT RELATES TO: SPACE UTILIZATION, FURNITURE AND EDUCATIONAL EQUIPMENT UTILIZATION, LIBRARY UTILIZATION, AND OTHER SUCH ITEMS OR AREAS.

332: GIVEN THE VARIOUS STUDENT AND TEACHER ACTIVITIES THAT SHOULD OCCUR IN AN INDIVIDUALIZED INSTRUCTIONAL CLASSROOM, DESIGNATE ROOM AREAS WHERE THESE ACTIVITIES WILL TAKE PLACE.

## LEARNING RESOURCES OBJECTIVE 331:

| | |
|---|---|
| READ<br> | "Containing Administration of the Individualized Instruction Program"<br>"Instructional Guide: Room Arrangement" |
| LISTEN | "The Proper Physical Environment for Individualizing Instruction"<br>cassette tape by Dr. Sidney P. Rollins |

PERFORMANCE OBJECTIVE 331: GIVEN THE PRESENT FACILITY WITHIN WHICH YOU OPERATE YOUR EDUCATIONAL PROGRAM, DESCRIBE HOW YOU WOULD ADAPT IT, WITHOUT ADDITIONAL RESOURCES, TO FACILITATE THE INDIVIDUALIZATION OF INSTRUCTION AS IT RELATES TO: SPACE UTILIZATION, FURNITURE AND EDUCATIONAL EQUIPMENT UTILIZATION, LIBRARY UTILIZATION, AND OTHER SUCH ITEMS OR AREAS.

COMPLETE THE FOLLOWING ACTIVITY:

USING GRAPH PAPER OR REGULAR PAPER, OUTLINE THE SHAPE OF YOUR BUILDING AND INDICATE THE POSSIBLE ADAPTIONS YOU WOULD MAKE AS IT RELATES TO SPACE UTILIZATION, FURNITURE AND EQUIPMENT UTILIZATION, LIBRARY UTILIZATION, AND OTHER SUCH AREAS.

## LEARNING RESOURCES OBJECTIVE 332:

| | |
|---|---|
| READ | "Instructional Guide: Room Arrangement" |
| LISTEN | "The Proper Physical Environment for Individualizing Instruction"<br>cassette tape by Dr. Sidney P. Rollins |

**PERFORMANCE OBJECTIVE 332:** GIVEN THE VARIOUS STUDENT AND TEACHER ACTIVITIES THAT SHOULD OCCUR IN AN INDIVIDUALIZED INSTRUCTIONAL CLASSROOM, DESIGNATE ROOM AREAS WHERE THESE ACTIVITIES WILL TAKE PLACE.

COMPLETE THE FOLLOWING ACTIVITY

USING THE TWO-DIMENSIONAL FURNITURE MODELS FOR A CLASSROOM AND MASKING TAPE, OUTLINE THE SHAPE OF YOUR ROOM USING THE TAPE AND A TABLE TOP. ARRANGE THE PIECES OF FURNITURE AS YOU PLAN TO ARRANGE YOUR ROOM.

After completing TASK 330, you should sign up for a discussion.

## INSTRUCTIONAL GUIDE: ROOM ARRANGEMENT

Room arrangement is in many ways the foundation of the system of individualized instruction. Every activity which goes on in a classroom is in some way dependent upon how the furniture and other equipment in the room are arranged. Therefore, this Instructional Guide, although relatively simple, is extremely important, because it lays the basic groundwork for individualizing instruction in your classroom.

Both students and teachers participate in a variety of activities which makes it necessary for a room to be divided into functional areas. To simplify this discussion, student and teacher activities will be treated separately.

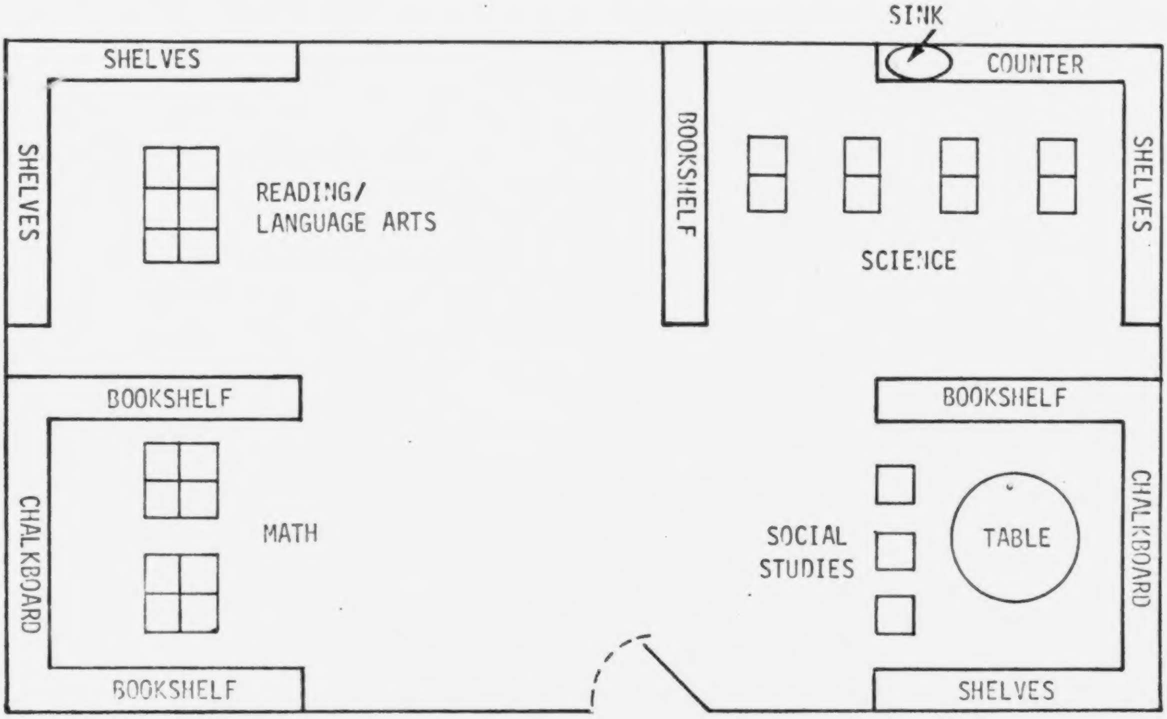
### STUDENT ACTIVITY CENTERS

Some form of organization must be provided for students if they are to function effectively. It is particularly important, 1) for students to be able to locate and return their own materials readily, and 2) for the setting to be conducive to learning.

There are a variety of room arrangements which fulfill these two criteria. The following minimum guidelines, however, have been found to be essential in organizing the classroom, at least during the initial part of the school year. The rationale for these guidelines is largely common sense, and is described below each item.

1. The furniture should be arranged in subject centers adjacent to the location of corresponding materials. In this way the student can locate his materials and begin his task nearby. For example, if an intermediate student wishes to do a science experiment, he goes to the science center, finds the appropriate equipment, and begins his experiment at that location. If a primary student wants to practice reading words into the card reader, he will do this in the Reading area. Junior high or secondary students usually go to a room set aside for a specific subject rather than to a subject center within a room. In any case, the materials that the student needs are located either in the subject center within the room or in the room which is designated as a subject center.

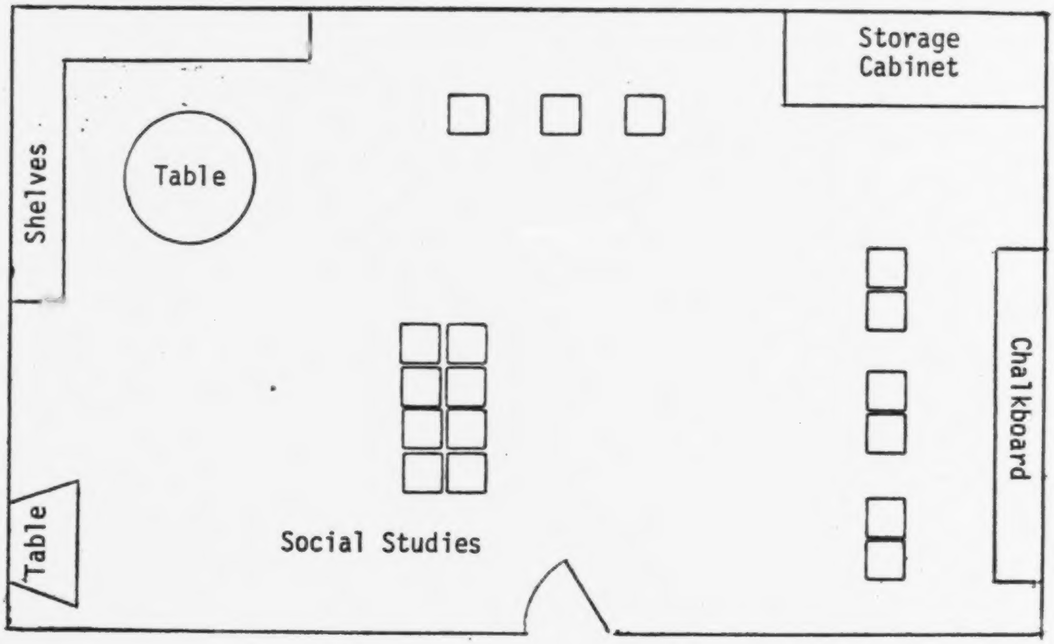
   Two examples of situations which follow this guideline appear below and on the next page.


SINK
COUNTER
SHELVES
SHELVES
READING/ LANGUAGE ARTS
BOOKSHELF
SCIENCE
SHELVES
BOOKSHELF
BOOKSHELF
MATH
CHALKBOARD
BOOKSHELF
SOCIAL STUDIES
TABLE
CHALKBOARD
SHELVES

SUBJECT CENTERS WITHIN A ROOM

OR

## A ROOM AS A SUBJECT CENTER



*RATIONALE*

*Unnecessary student motion and inefficient use of time are minimized by the fact that students can locate learning materials in a specific place and complete their tasks nearby.*

*By thus limiting unnecessary movement, the temptation to interrupt others while enroute to get supplies should be minimized as well.*

*Students working in a specific subject area or activity can find appropriate materials nearby, and can also readily locate other students who are working in the same area for learning partners or tutors. Partner and peer tutoring relationships, as well as other group interactions which aid the learning process, are to be encouraged in the classroom.*

*Finally, by having students function in designated room areas, the teacher is able to determine who is doing what just by surveying the room. More specifically, the teacher can determine the frequency and duration of an individual's efforts in a given subject area.*

2. The furniture should be arranged to honor the nature of student activities.

   For example, a test center should be placed somewhere in the room where students taking tests will not be distracted by other activities.

   Desks in quiet study areas should probably be kept at a distance from each other, whereas desks in discussion areas can be grouped together to promote the exchange of ideas.

   The functional centers generally needed for student activities include: testing, quiet or individual study (these may be combined with testing since it is also a quiet area), discussion area, partner work, and the audiovisual center(s).

   Two illustrations of furniture arranged in subject matter centers and in functional areas honoring the nature of student activities appear on the next page.

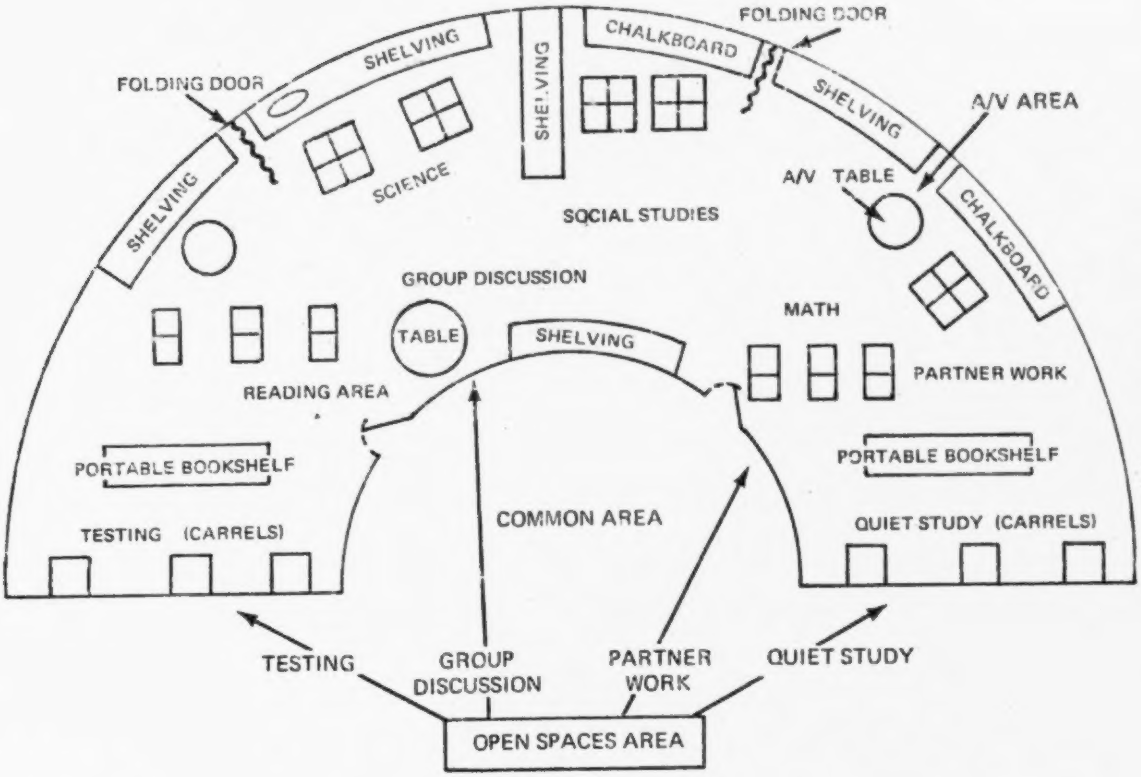
   *RATIONALE*

   *Relatively distracting activities such as group discussions or working with partners should be as isolated as possible from testing or quiet study situations.*

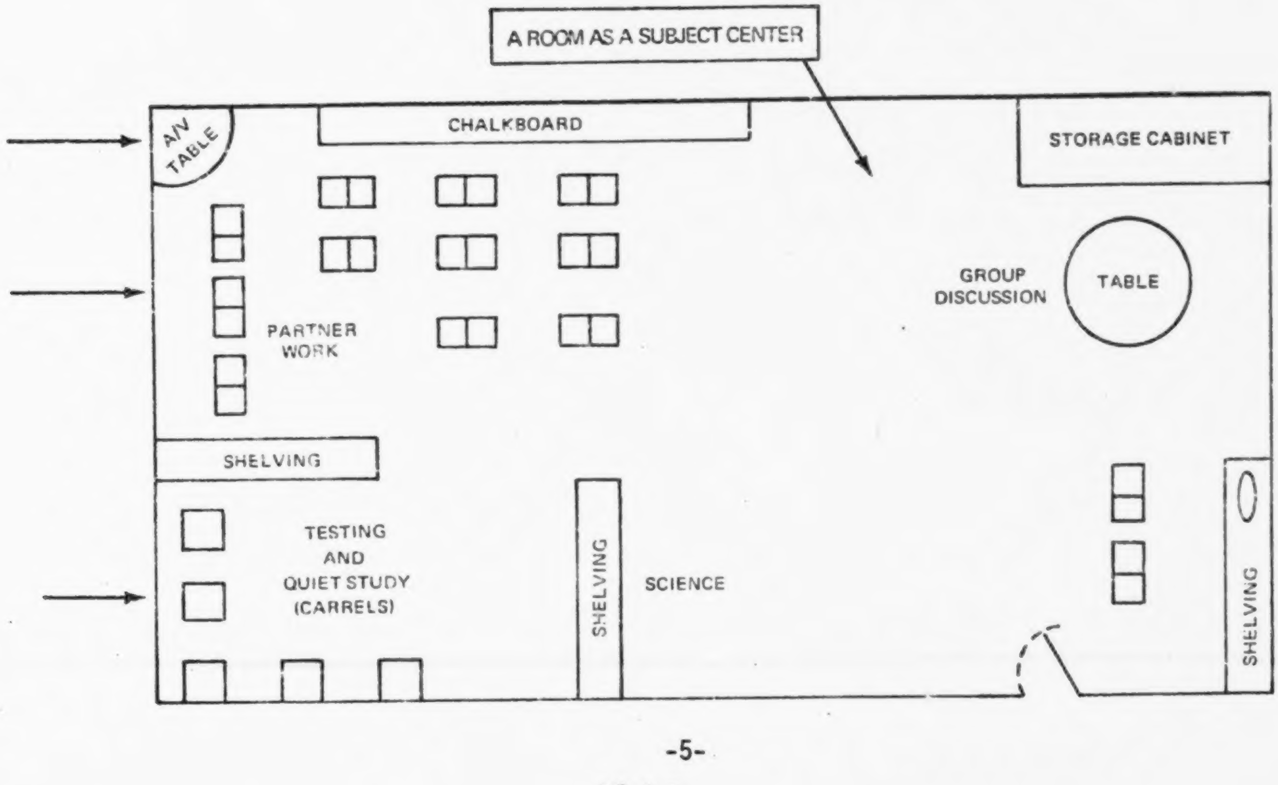
   *Students should have a place to go in the class area which is conducive to their learning. Oftentimes the area is noisy with the sounds of students' learning. For students who are easily distracted by noise, areas should be provided for quiet work. In addition, students who want to discuss a topic or work together should have an area where quiet partners' work is permitted.*

3. Equipment is located where it is most frequently used and near outlets.

   Science equipment is located near sinks, outlets, etc., and audiovisual equipment near outlets. If possible, it is suggested that A/V equipment be dispersed among subject centers where it is most frequently


FOLDING DOOR
SHELVING
SHELVING
SHELVING
CHALKBOARD
FOLDING DOOR
SHELVING
A/V AREA
A/V TABLE
CHALKBOARD
SCIENCE
SOCIAL STUDIES
GROUP DISCUSSION
TABLE
SHELVING
MATH
PARTNER WORK
READING AREA
PORTABLE BOOKSHELF
PORTABLE BOOKSHELF
COMMON AREA
TESTING (CARRELS)
QUIET STUDY (CARRELS)
TESTING
GROUP DISCUSSION
PARTNER WORK
QUIET STUDY
OPEN SPACES AREA

OR


A ROOM AS A SUBJECT CENTER
A/V TABLE
CHALKBOARD
STORAGE CABINET
GROUP DISCUSSION
TABLE
PARTNER WORK
SHELVING
TESTING AND QUIET STUDY (CARRELS)
SHELVING
SCIENCE
SHELVING

used. However, a single A/V center may be appropriate for certain situations.

4. Students must not have assigned desks, and must be free to move among designated subject or activity centers.

   *RATIONALE*

   *Freedom of movement is obviously necessary to accommodate the variety of student activities occurring simultaneously in the classroom, as well as all the different student activities any one individual participates in throughout the day.*

The four points discussed before are intended to be minimum guidelines for room arrangement. If students are able to readily locate and return materials to a designated area and if the room setting is conducive to the students' learning, the room arrangement is satisfactory.

The next important step to be taken after a teacher arranges the room is to instruct the students in the rationale for such an arrangement. Since individualized instruction fosters the independent work of students, they must be free to locate and return materials whenever necessary and to choose the subject and corresponding area of the room they want to work in. Many teachers have found it helpful to label subject and activity centers, usually from overhead, to serve as reminders to students of the room areas and the kinds of activities expected in each.

Many teachers discuss with students in the beginning of the year what standards of behavior would be appropriate in the activity centers. The students then agree on standards and sometimes post them in the center.

## TEACHER'S RESOURCE CENTER

The teacher's resource center is a semiprivate area where a teacher can go to perform the important tasks of tutoring and counseling. In particular, this area

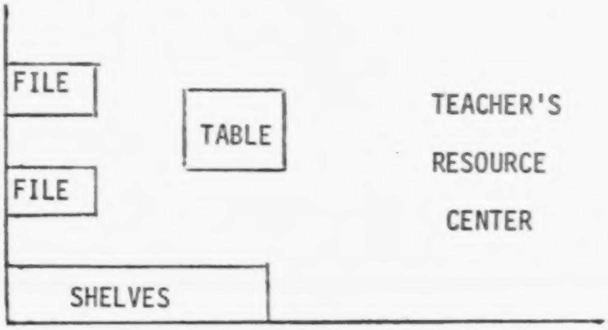
1.) is a quiet place for the teacher and student to meet in order to plan a daily schedule or discuss classroom behavior (the teacher as counselor)

2.) houses the necessary professional materials used when planning for the tutoring of students (the teacher as tutor)

3.) houses copies of the learning packages and tests which are often distributed by the teacher and reviewed prior to distribution (the teacher as tutor)

4.) houses copies of each student's program needed for counseling students (the teacher as counselor)

This area may or may not have a teacher's desk. Oftentimes students feel more comfortable at a table or student desk with the teacher than sitting across from a large teacher's desk. The Teacher's Resource Center should, however, have a file cabinet for students' programs and records, learning packages, and tests; a file or shelf for Teacher Supplements and any teacher-monitored materials. A small table and several chairs serve adequately as a PLAN teacher's desk.



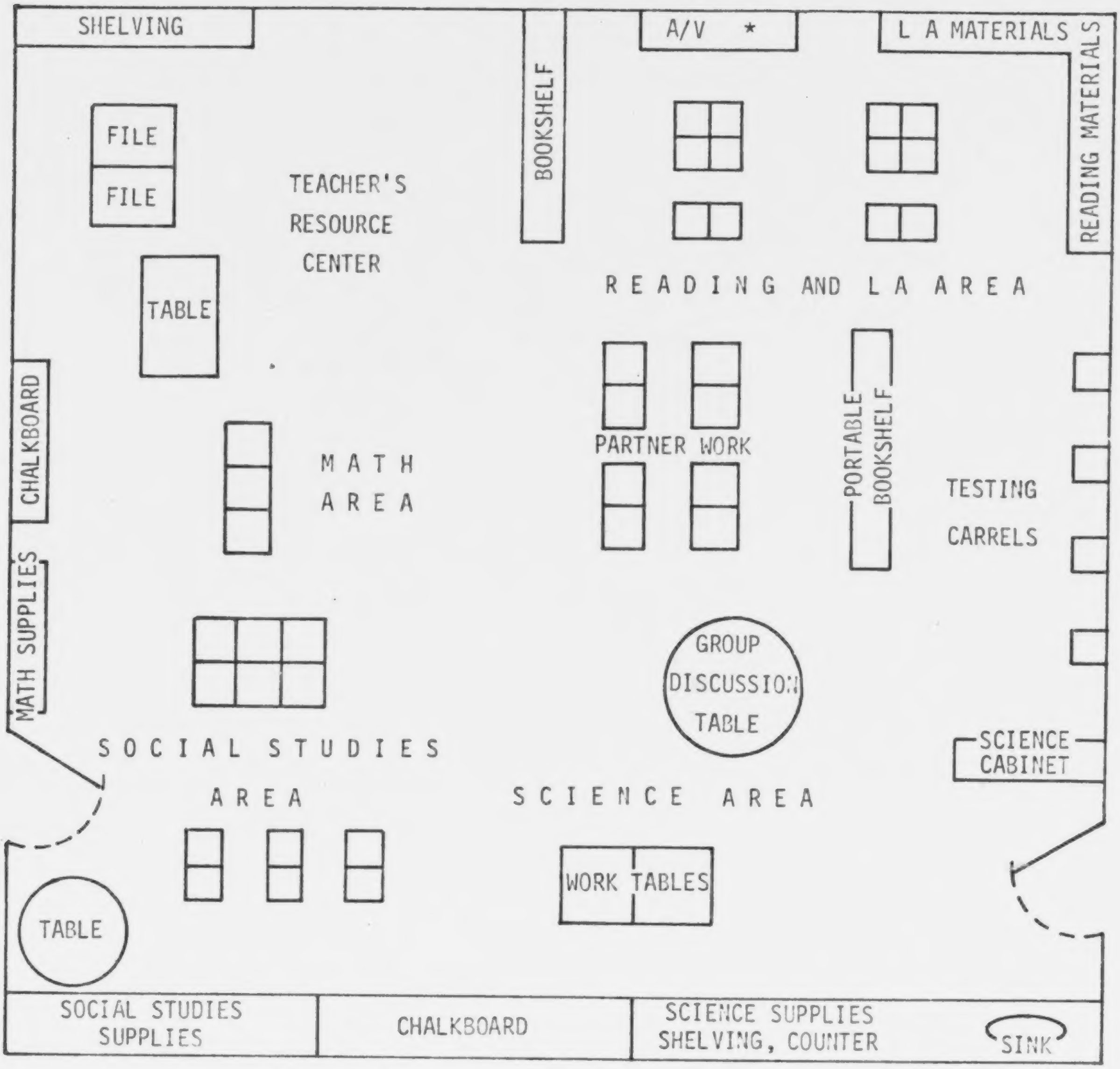
It is important to emphasize that just as the student does not have an assigned desk neither does the teacher, who must also be free to move about the room, to answer the questions of students, participate in group discussions, and tutor individual students while they work. He must be allowed all the flexibility to plan his time and activities that students experience.

## SAMPLE ROOM ARRANGEMENTS

From the preceding discussion it should be apparent that one of a number of room arrangements may be appropriate for your particular room. Which form of room arrangement you choose will be determined by your own special interests, by the nature of your classroom (self-contained, team, open spaces), and even by the physical structure of the classroom, (location of doors, windows, counters, outlets, etc.). Some room plans which illustrate basic classroom organization are sketched on the following pages. In studying them, note the teacher center, subject centers, the various kinds of study areas (quiet study, testing, discussion, partners, A/V), and how the permanent fixtures in the room are utilized.

The drawings are divided according to the type of classroom shown: self-contained, team, and open spaces. Answer the question(s) at the bottom of the pages which illustrate the kind of classroom you will have. A self-check is found at the end.

## SELF-CONTAINED


SHELVING
BOOKSHELF
A/V *
L A MATERIALS
READING MATERIALS
FILE
FILE
TEACHER'S RESOURCE CENTER
TABLE
READING AND LA AREA
CHALKBOARD
MATH AREA
PARTNER WORK
PORTABLE BOOKSHELF
TESTING CARRELS
MATH SUPPLIES
GROUP DISCUSSION TABLE
SCIENCE CABINET
SOCIAL STUDIES AREA
SCIENCE AREA
WORK TABLES
TABLE
SOCIAL STUDIES SUPPLIES
CHALKBOARD
SCIENCE SUPPLIES SHELVING, COUNTER
SINK

1. Does this room have all four subjects?

2. Check which of the following activity centers are included in this room:

☐ partner work

☐ testing

☐ group discussion

☐ A/V center

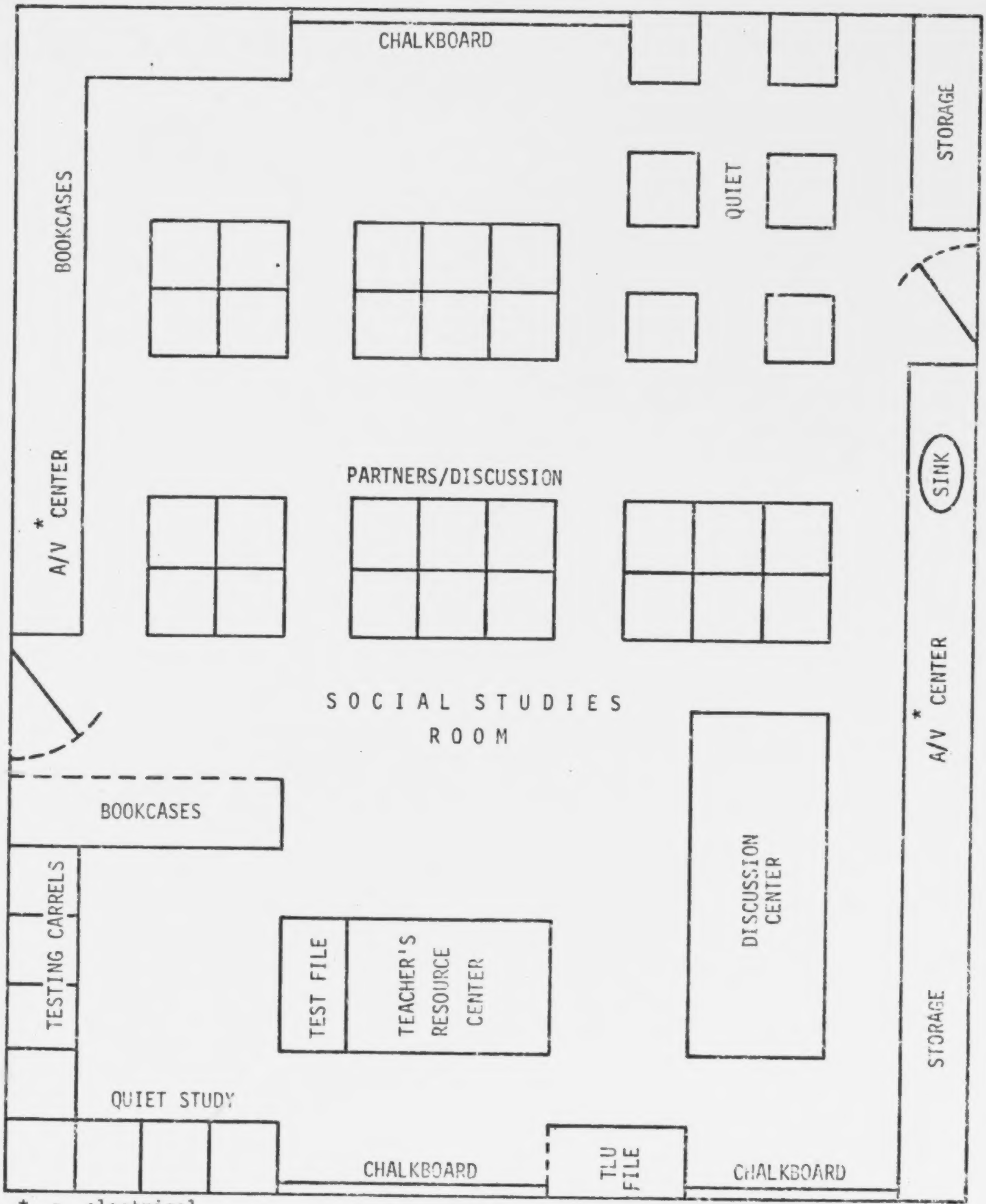
☐ Teacher Resource Center

☐ quiet study

* = electrical outlet

☐ = desk

## SELF-CONTAINED

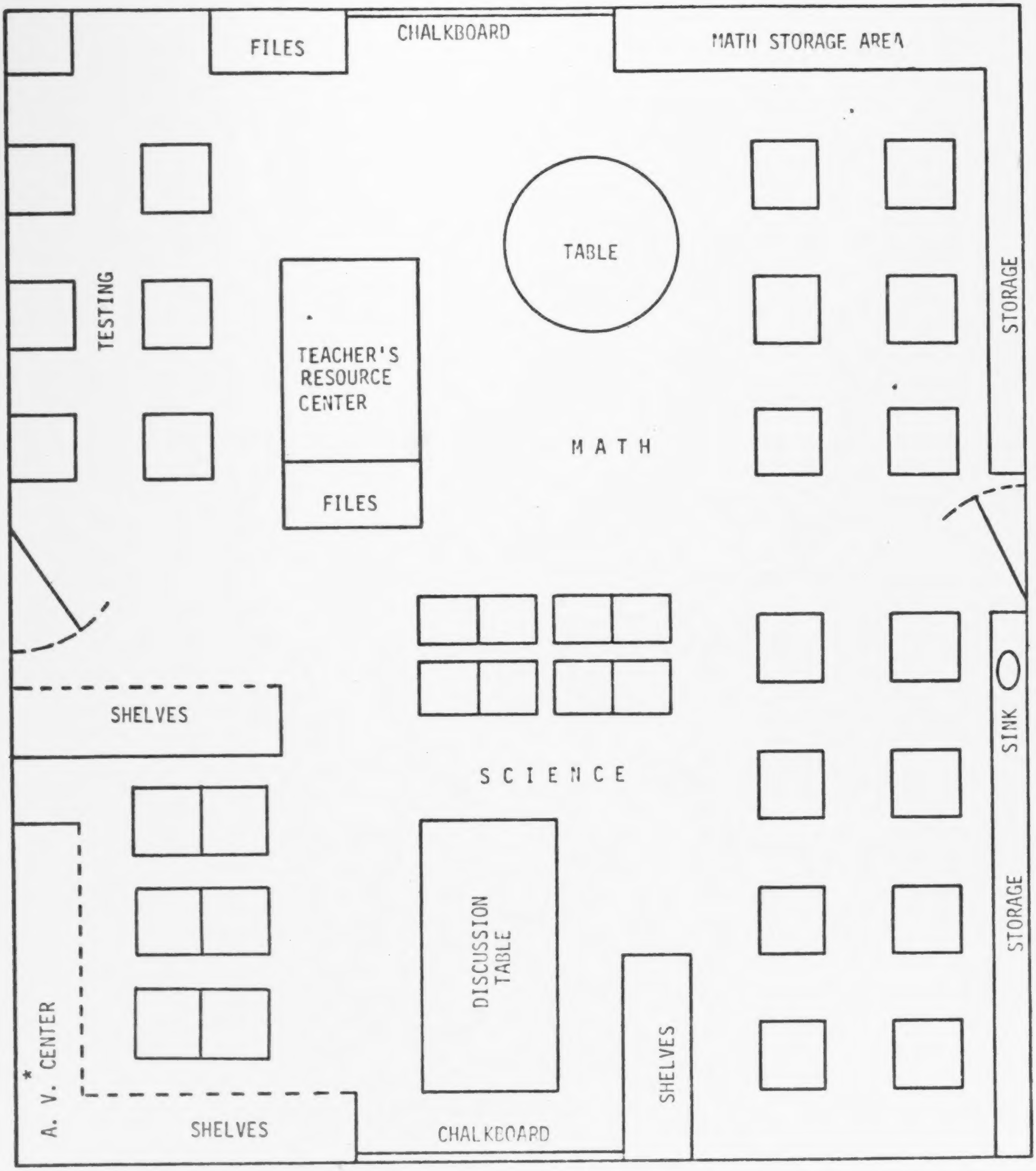

CHALKBOARD
BOOKCASES
QUIET
STORAGE
PARTNERS/DISCUSSION
A/V * CENTER
SINK
SOCIAL STUDIES ROOM
A/V * CENTER
BOOKCASES
DISCUSSION CENTER
TESTING CARRELS
TEST FILE
TEACHER'S RESOURCE CENTER
STORAGE
QUIET STUDY
CHALKBOARD
TLU FILE
CHALKBOARD

* = electrical outlet

☐ = desk

3. Could this room arrangement be used for other subject areas?
4. What is wrong with the quiet study area in the upper right corner?

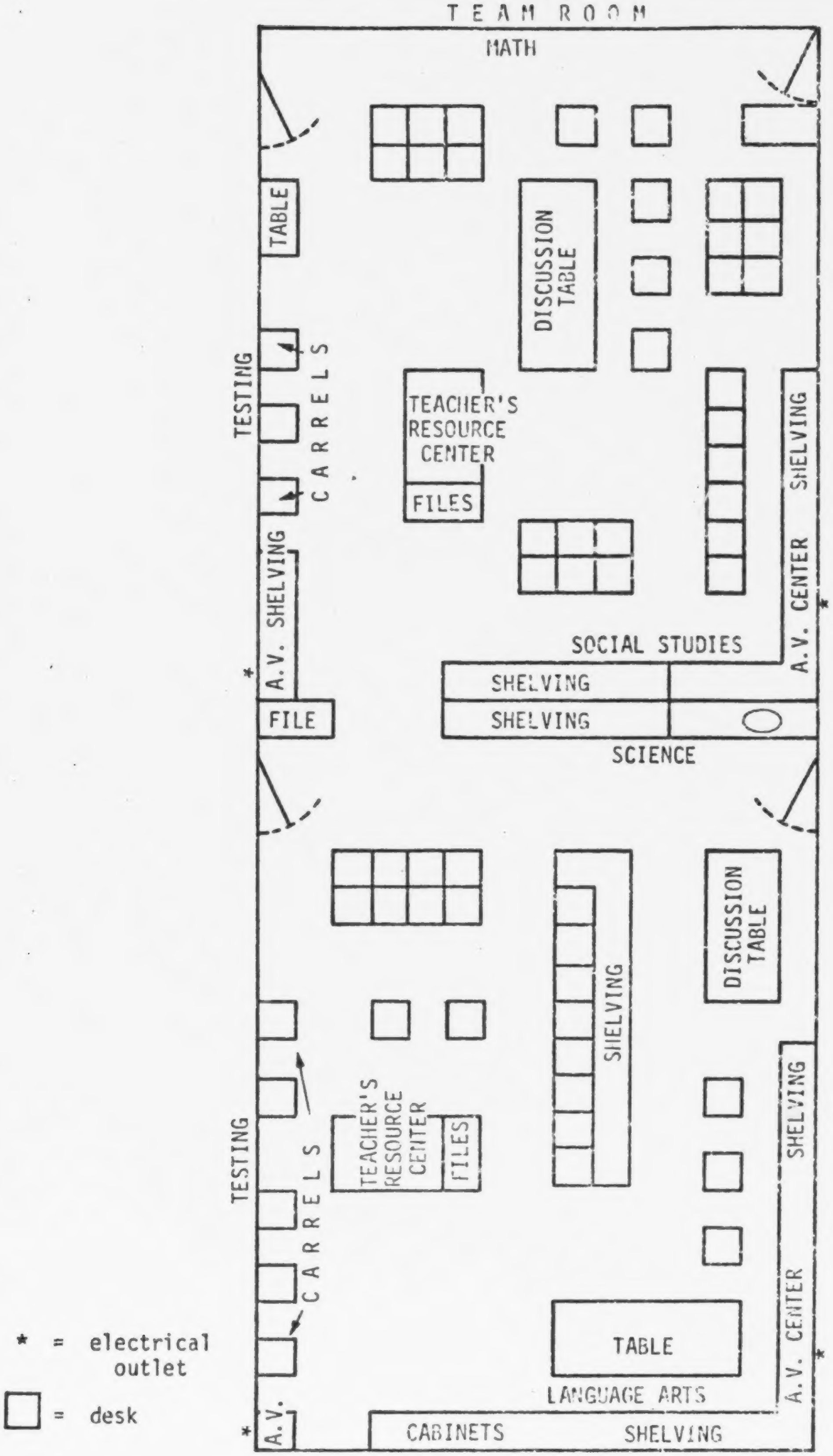
## SELF-CONTAINED


FILES
CHALKBOARD
MATH STORAGE AREA
TESTING
TABLE
TEACHER'S RESOURCE CENTER
FILES
STORAGE
MATH
SHELVES
SCIENCE
SINK
A. V. CENTER
DISCUSSION TABLE
SHELVES
STORAGE
SHELVES
CHALKBOARD

* = electrical outlet

☐ = desk

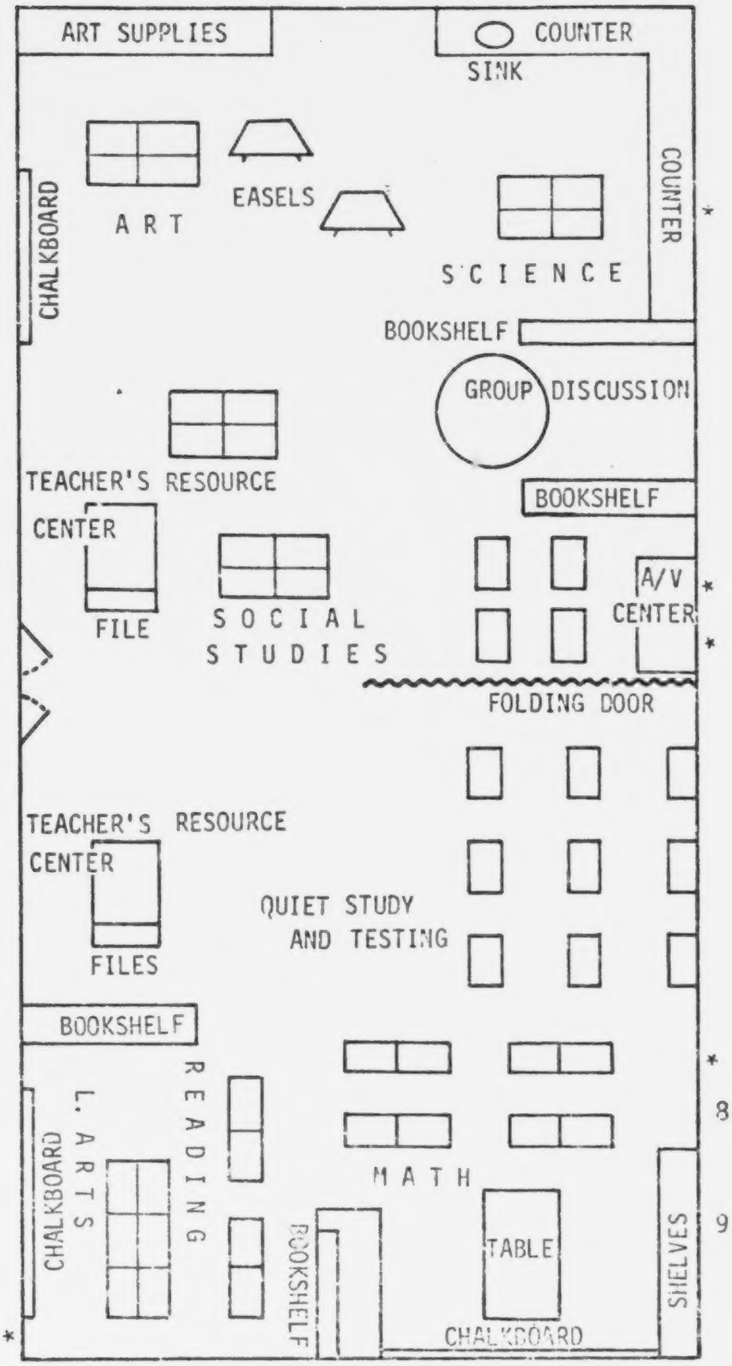
5. Where would you put the partner work area? Why?


TEAM ROOM
MATH
TABLE
DISCUSSION TABLE
TESTING
CARRELS
TEACHER'S RESOURCE CENTER
FILES
SHELVING
A.V. SHELVING
A.V. CENTER
SOCIAL STUDIES
SHELVING
SHELVING
FILE
SCIENCE
DISCUSSION TABLE
SHELVING
TEACHER'S RESOURCE CENTER
FILES
TESTING
CARRELS
SHELVING
A.V. CENTER
TABLE
LANGUAGE ARTS
A.V.
CABINETS
SHELVING
* = electrical outlet
□ = desk

6. If you could make one addition to the Math area, what would it be?

7. How many students could work in this team?

TEAM ROOM

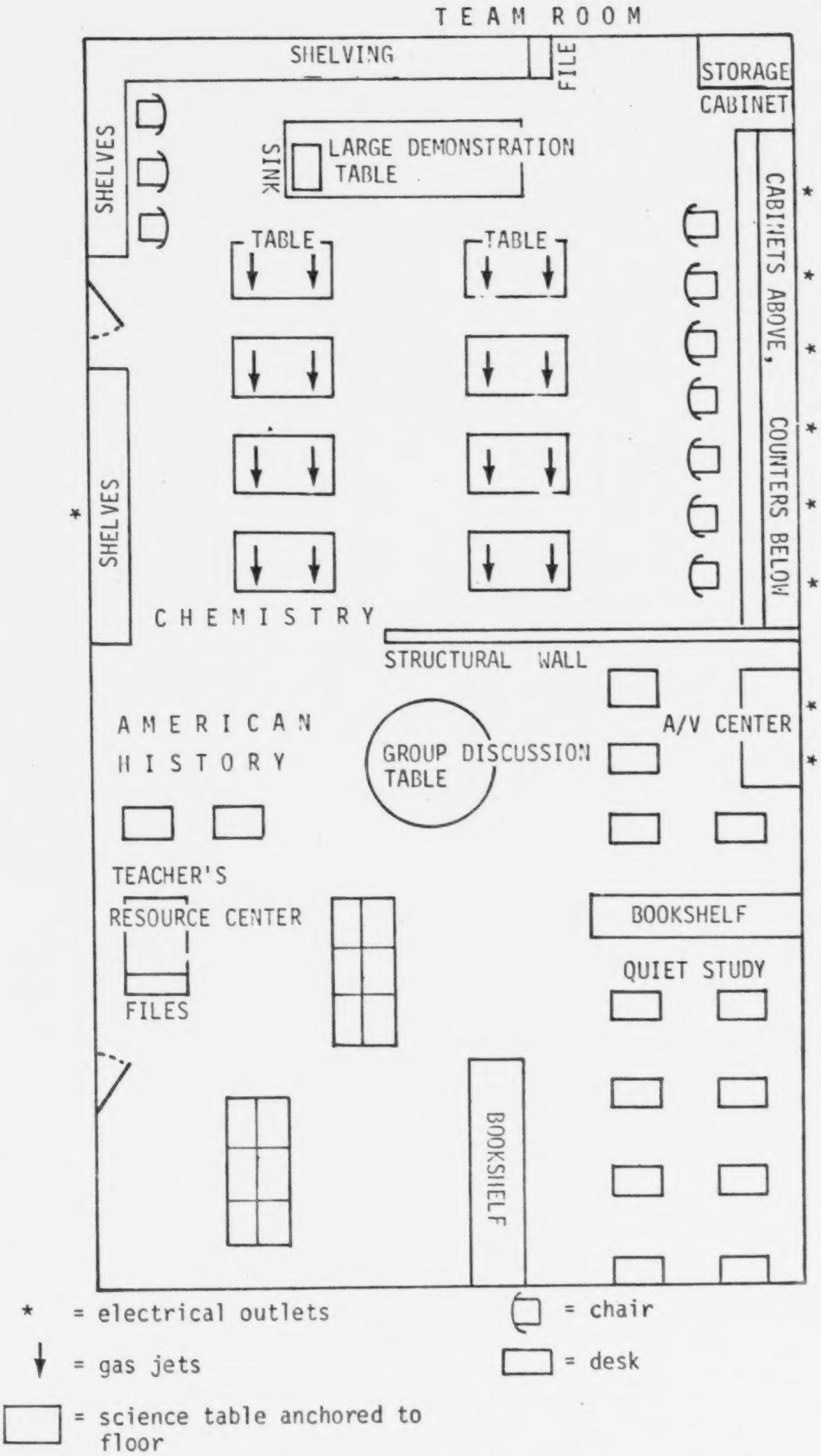

ART SUPPLIES
COUNTER
SINK
CHALKBOARD
ART
EASELS
COUNTER
SCIENCE
BOOKSHELF
GROUP DISCUSSION
TEACHER'S RESOURCE CENTER
FILE
BOOKSHELF
SOCIAL STUDIES
A/V CENTER
FOLDING DOOR
TEACHER'S RESOURCE CENTER
FILES
QUIET STUDY AND TESTING
BOOKSHELF
CHALKBOARD
L. ARTS
READING
BOOKSHELF
MATH
TABLE
SHELVES
CHALKBOARD
*

8. Which level is this room designed for?

9. What change might you make in the A/V center?

* = electrical outlet

☐ = desk

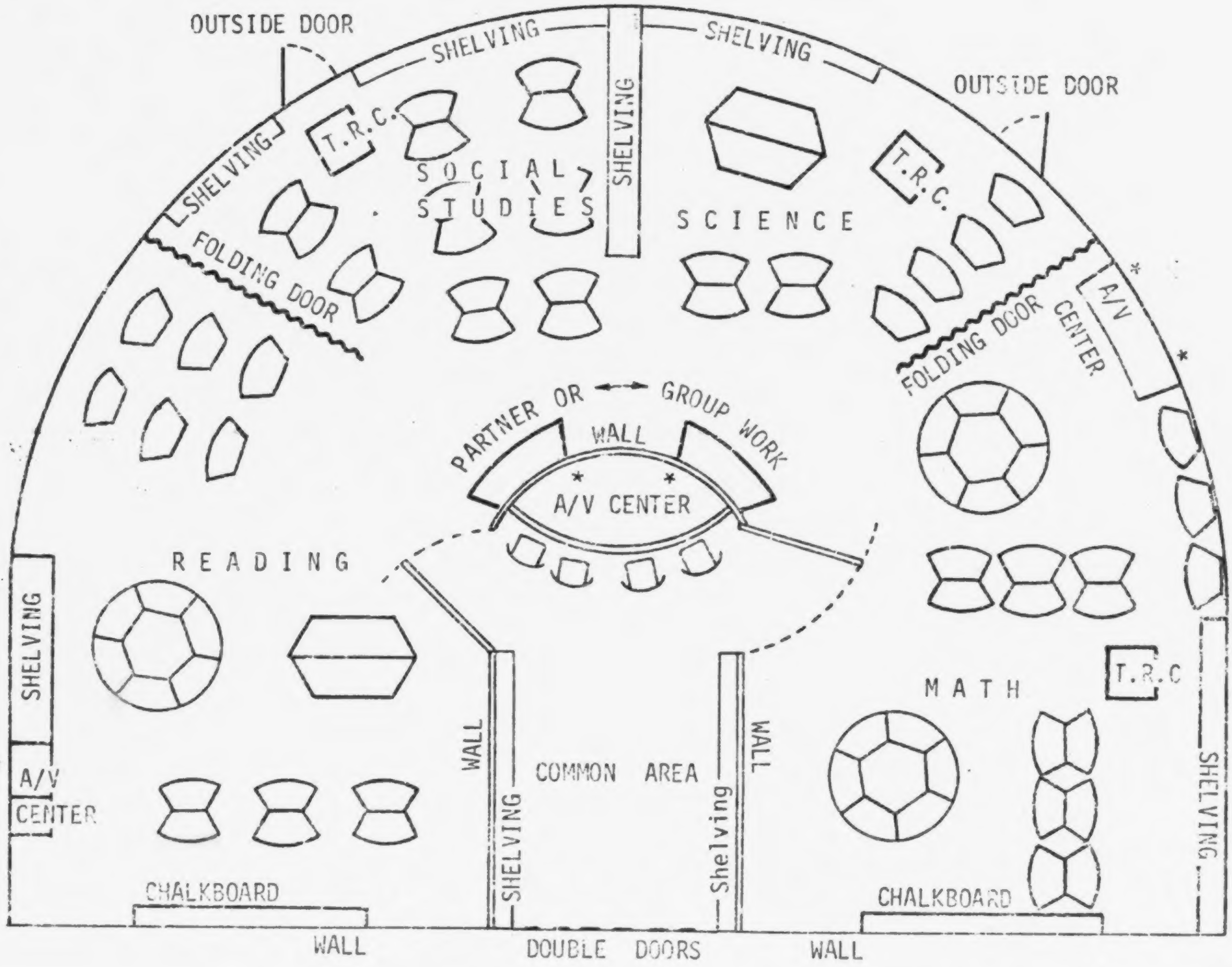

TEAM ROOM
SHELVING
FILE
STORAGE
CABINET
SHELVES
SINK
LARGE DEMONSTRATION TABLE
TABLE
TABLE
CABINETS ABOVE, COUNTERS BELOW
SHELVES
CHEMISTRY
STRUCTURAL WALL
AMERICAN HISTORY
GROUP DISCUSSION TABLE
A/V CENTER
TEACHER'S RESOURCE CENTER
FILES
BOOKSHELF
QUIET STUDY
BOOKSHELF
* = electrical outlets
= gas jets
= science table anchored to floor
= chair
= desk

10. In the Chemistry room, where would the Teacher's Resource Center be located?

11. In the Chemistry room, where is the quiet study area?

12. What is the benefit of teaming in this specific situation?

# OPEN SPACES


OUTSIDE DOOR
SHELVING
SHELVING
SHELVING
OUTSIDE DOOR
SHELVING
T.R.C.
SOCIAL STUDIES
SCIENCE
T.R.C.
FOLDING DOOR
FOLDING DOOR
A/V CENTER
PARTNER OR ↔ GROUP WORK
WALL
A/V CENTER
READING
SHELVING
A/V CENTER
WALL
COMMON AREA
WALL
T.R.C
MATH
SHELVING
Shelving
SHELVING
CHALKBOARD
CHALKBOARD
WALL
DOUBLE DOORS
WALL

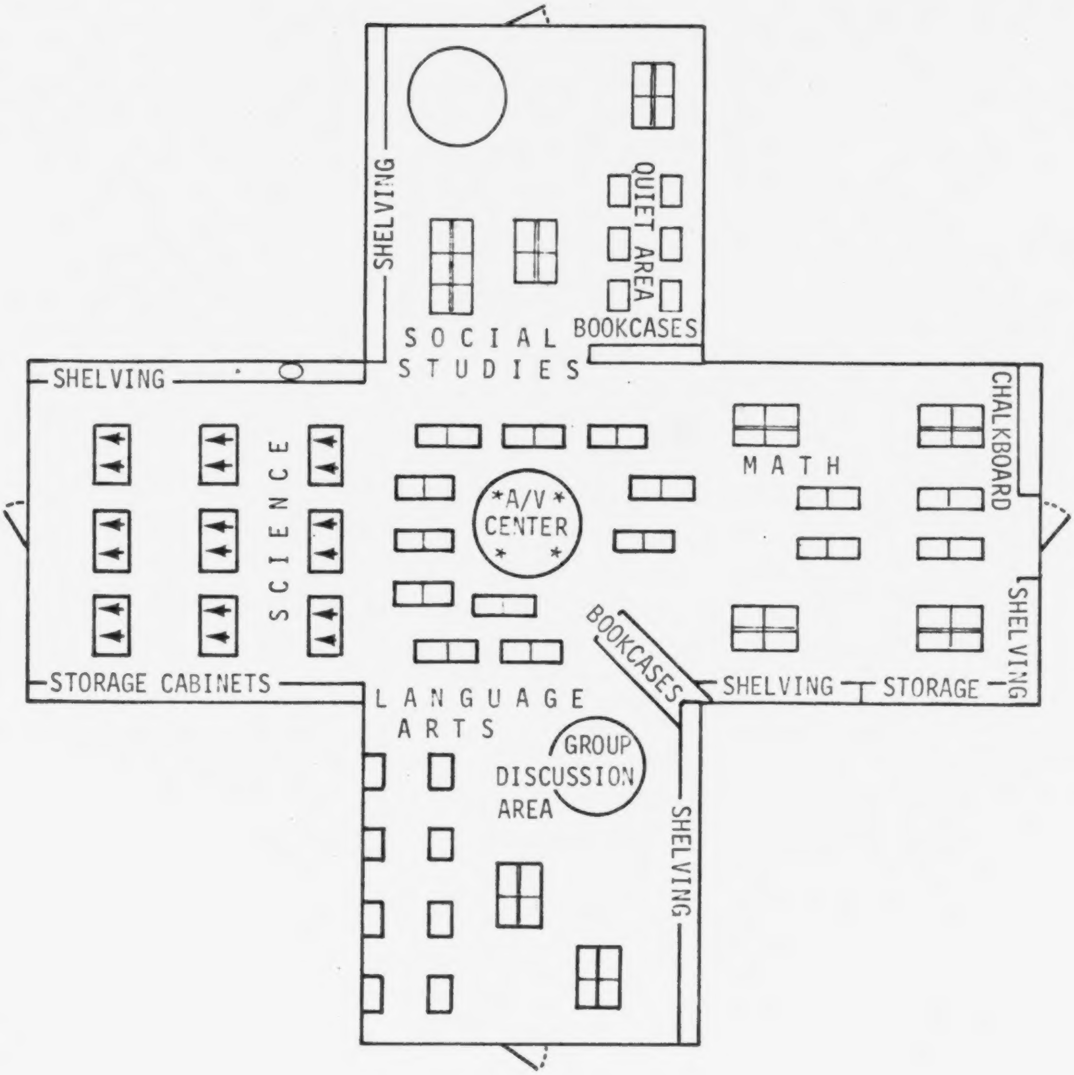
⏢ = desk

⏢ = trapezoidal table

* = electrical outlet

13. From ninety to one hundred students of any level could be housed in this setting. If they were a multi-age group, what use could you make of the common area shelving?

# OPEN SPACES


SHELVING
QUIET AREA
BOOKCASES
SOCIAL STUDIES
SHELVING
CHALKBOARD
SCIENCE
*A/V*
CENTER
* *
MATH
BOOKCASES
SHELVING
STORAGE
SHELVING
STORAGE CABINETS
LANGUAGE ARTS
GROUP DISCUSSION AREA
SHELVING

Capacity = 120-140 students

⇇ = Science table with gas jet anchored to floor

☐ = desk

* = electrical outlet

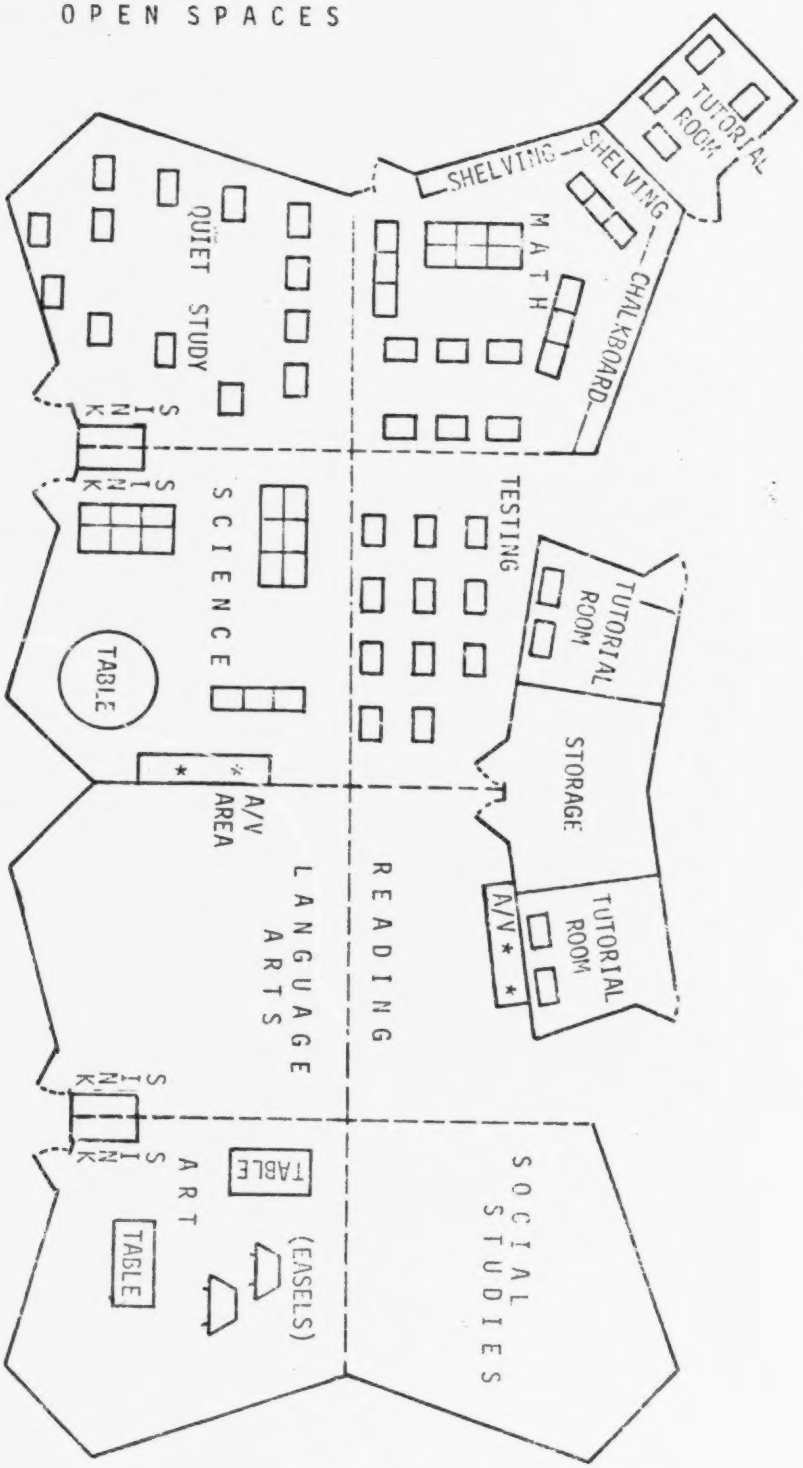
14. Are the following guidelines honored?

☐ subject centers

☐ student activity centers

☐ A/V located where it is to be used

## OPEN SPACES


QUIET STUDY
MATH
SHELVING
SHELVING
TUTORIAL ROOM
CHALKBOARD
SINK
SINK
SCIENCE
TESTING
TUTORIAL ROOM
TABLE
STORAGE
A/V AREA
LANGUAGE ARTS
READING
A/V
TUTORIAL ROOM
SINK
SINK
ART
TABLE
TABLE
(EASELS)
SOCIAL STUDIES

15. Why is this area better suited for an intermediate or secondary group?

* = electrical outlet

☐ = desk

## SELF-CHECK

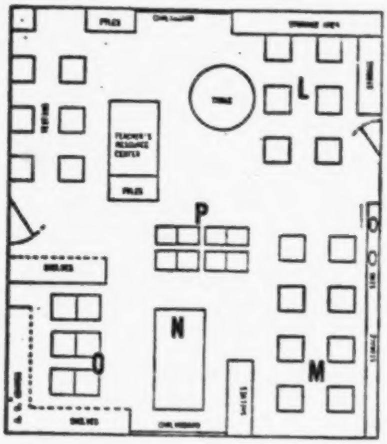
1. All four subject areas are included: Language Arts and Reading, Math, Social Studies, and Science.
2. A quiet study area is not included. The testing area could be used for quiet study.
3. Yes, this room would be appropriate for Math, Science, or Language Arts.
4. The door next to the quiet area could be distracting for students working near it. Since students would be moving in and out of the room according to their own schedules, this area would always be busy and probably noisy. If this were a door leading to the outside, it wouldn't be a problem.
5. The partner work area should be near the A/V center in this room arrangement since the general area is devoted to discussion and is separated from the testing area by shelves and the door.
6. You may want to add a chalkboard.
7. Approximately 60 students could work comfortably in these rooms.
8. Primary, because of the easels and art areas being so prominent.
9. The A/V equipment might be spread among the various centers, like Science and Reading, instead of concentrated in one area since there are available electrical outlets. In a primary setting, equipment is widely used and a single A/V center may be totally inadequate.
10. The Teacher's Resource Center would be located behind or to the right of the large demonstration table. The teacher is at some disadvantage in this room because of the permanent fixtures. It is a workable situation though, since he does have chairs around the perimeter of the room.
11. The quiet study area would either be to the left of the large demonstration area near the chairs and storage area or in the American History room's quiet study area.

12. The advantage of teaming here is that students can use areas in the American History room which are not specified in the Chemistry room, i.e., the A/V, quiet study, and group discussion areas.
13. Open space areas, such as this, function as a large resource center. Thus, the shelving in common area with no subject designation could be used for student cubbies (a storage area for students' belongings).
14. The first two guidelines have been honored. If this were a primary setting, the A/V equipment should probably be dispersed among the subject centers. If this were an intermediate or secondary setting, the A/V center is appropriately placed.
15. Intermediate or secondary students could flow from area to area as they would do in a more traditional building. Primary students might be overwhelmed by such a large area and feel lost in it.

## TASK 330--INQUIRY TEST

1. Given the drawing at the side as a representation of a classroom in which you will implement an individualized instructional program, where would you locate the quiet area?

   a. L  b. M  c. N  d. O  e. P


FILES
CHALKBOARD
TABLE
L
TEACHER'S RESOURCE CENTER
P
SHELVES
N
O
M
SHELVES
CHALKBOARD

2. Where would you locate the partner work area?

   a. L  b. M  c. N  d. O  e. P

3. Where would you locate the discussion area?

   a. L  b. M  c. N  d. O  e. P

4. Which of the following is an advantage of individualizing in a self-contained classroom?

   a. Students can move about the area to work on any subject without leaving the area.
   b. The teacher can work with more students but in fewer areas.
   c. The teacher is familiar with materials in all content areas and can relate them across subjects.
   d. The teacher has the opportunity to grow professionally.
   e. It allows for easy give and take among the students.

5. The drawing at the side is an example of:

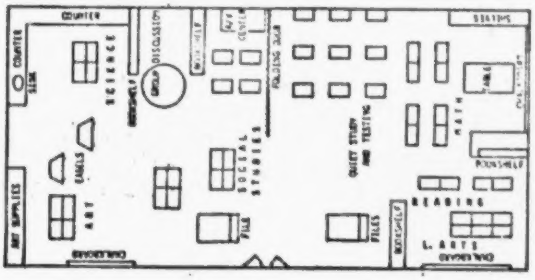
   a. team room.

   b. self-contained room.

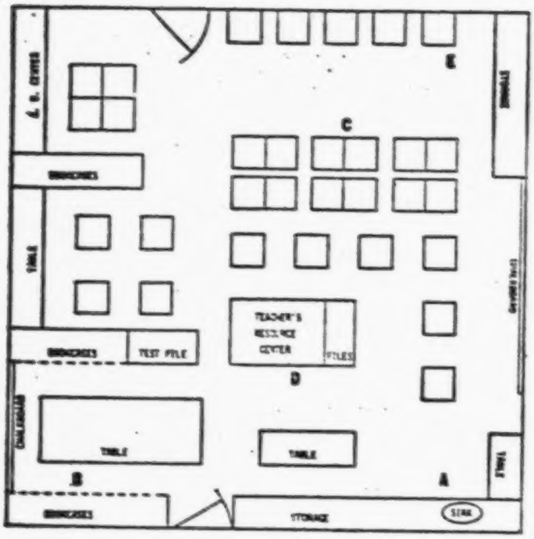
   c. open space room.

   d. subject center.

   e. learning resource center.


COUNTER
COUNTER
SINK
SCIENCE
BOOKSHELF
GROUP DISCUSSION
A/V CENTER
FOLDING DOOR
SOCIAL STUDIES
QUIET STUDY AND TESTING
MATH
TABLE
BOOKSHELF
READING
L. ARTS
CHALKBOARD
FILES
FILES
BOOKSHELF
EASELS
ART
ART SUPPLIES
CHALKBOARD

TASK 330--INQUIRY TEST


E
STORAGE
C
BOOKCASES
TABLE
BOOKCASES
TEST FILE
TEACHER'S
RESOURCE
CENTER
FILES
D
TABLE
TABLE
TABLE
B
A
BOOKCASES
STORAGE
SINK

The drawing at the side is a blueprint of a room to which you are about to be assigned. The previous teacher was also individualizing instruction. However, she had liked the room arrangement that she had developed through much trial and error so well that she had just about everything attached to the walls or floor. Unfortunately, they cannot now be moved. Nevertheless, you have some choice about where you would like certain activities to take place.

Using the heavy dark letters in the blueprint, please answer the following questions.

6. Where would you work with the student in helping him to develop a program of studies?

   a. A  b. B  c. C  d. D  e. E

7. Where would be the best place for the students to perform science experiments?

   a. A  b. B  c. C  d. D  e. E

8. Where could they take learning package post-tests?

   a. A  b. B  c. C  d. D  e. E

9. Where would you wish them to go to hold small group discussions?

   a. A  b. B  c. C  d. D  e. E

10. Where should learning packages and tests be stored?

   a. A  b. B  c. C  d. D  e. E

TASK: IDENTIFY AND DEFINE LEARNER PERFORMANCE OBJECTIVES (BEHAVIORAL OBJECTIVES)

## LEARNING PERFORMANCE OBJECTIVES:

341: GIVEN PRINT AND AUDIO-VISUAL RESOURCES, YOU SHOULD BE ABLE TO IDENTIFY THOSE OBJECTIVES WHICH ARE BEHAVIORALLY STATED AND THOSE WHICH ARE NOT STATED BEHAVIORALLY. (85% ACCURACY REQUIRED)

342: GIVEN SAMPLES OF BEHAVIORALLY-STATED OBJECTIVES, YOU SHOULD BE ABLE TO CORRECTLY WRITE OBJECTIVES OF YOUR OWN. (85% ACCURACY REQUIRED)

343: GIVEN WRITTEN DESCRIPTIONS OF TAXONOMY OF EDUCATIONAL OBJECTIVES IN THE COGNITIVE AND AFFECTIVE DOMAINS AND SAMPLES OF OBJECTIVES, YOU SHOULD BE ABLE TO CLASSIFY OBJECTIVES CORRECTLY. (85% ACCURACY REQUIRED)

### WRITING, CLASSIFYING AND EVALUATING LEARNER PERFORMANCE OBJECTIVES

LEARNER PERFORMANCE OBJECTIVES (BEHAVIORAL OBJECTIVES) ARE MEASURABLE PREDICTIONS OF WHAT A LEARNER WILL BE ABLE TO DO OR PRODUCE IN ORDER TO DEMONSTRATE HIS KNOWLEDGE, SKILLS, PREFERENCES, OR BELIEFS RESULTING FROM A LEARNING EXPERIENCE. THESE OBJECTIVES MAY DESCRIBE A LEARNER STATE, ACTION, ATTITUDE, COMPETENCY, OR PRODUCT.

## LEARNING RESOURCES-OBJECTIVES 341, 342, 343

| | |
|---|---|
| READ<br> | "Performance Objectives"<br>by Thorwald Esbensen<br>"Preparing Instructional Objectives" - worksheet<br>"Handbook of Curriculum Design for Individualized Instruction, A Systems Approach" (Chapters 2 and 3)<br>by Sidney J. Drumheller<br>"A Model for Instructional Objectives"<br>by Jenkins and Deno |
| VIEW | "Educational Objectives"<br>filmstrip |
| LISTEN | "Educational Objectives"<br>tape |

THE BENEFIT OF PERFORMANCE OBJECTIVES FOR THE PUPIL WILL BE THAT HE WILL KNOW MINIMUM EXPECTATIONS FOR A GIVEN LEARNING EXPERIENCE, THE TEACHER WILL HAVE A CLEARER DIRECTION FOR THE PROGRAM IN WHICH HE/SHE IS WORKING, AND THE ADMINISTRATOR WILL HAVE A BASE FOR EVALUATION AND ACCOUNTABILITY.

## PREPARING INSTRUCTIONAL OBJECTIVES

### (WORKSHEET)

Read or view the aforementioned resources which will assist you in your efforts to identify and prepare appropriate instructional objectives.

I. A behavioral objective should accomplish three things:

A. Note what a student will be able to do when he has achieved the objective,

B. Indicate under what conditions the student will be able to do it, and

C. Identify to what extent the pupil will be able to perform.

II. Identify behavioral objectives in terms of pupil performance.

A. Which of the following statements is stated in terms of pupil performance? (Check one)

_____ 1. The student will have a good understanding of the letters of the alphabet, A through Z.

_____ 2. The student will be able to pronounce the names of the letters of the alphabet, A through Z.

Does the one you selected tell you what the pupil will be able to do when he has achieved the objectives? The second statement does this. The first statement is unclear - it does not tell us what the pupil can do with his understanding of the alphabet.

Now try another pair of statements. Which one is expressed in terms of pupil performance? (Check one)

_____ 1. The student will have an adequate comprehension of the mechanics of punctuation.

_____ 2. Given a sentence containing an error in punctuation, the student will correct the mistake.

Again the second statement tells us what the pupil will be able to do. The first statement does not tell us what the pupil is doing as a result of comprehension.

But isn't a pupil who is comprehending something doing something? Isn't intellectual performance an acceptable kind of student behavior?

Of course, but mental activity, as such, is not directly observable and therefore not measurable. The instructional objective must indicate what the pupil is doing and what he is doing must be observable. This means simply that since mental activity, as such, is not directly observable, some behavior that is observable will have to stand for or represent the intellectual performance we have in mind.

Now, try an example to clarify this point.

Is the following a useful behavioral objective?

To have students know the writing style of Ernest Hemingway.

_____ Yes _____ No

If you answered yes, can you identify what the pupil who knows is able to do that the student who does not know is not able to do?

The correct answer should have been __no__.

A useful behavioral objective might be written as follows:

> Given ten pairs of short prose passages - each pair having one selection by Hemingway and one by a different author - the student is able, with 90% accuracy, to choose the ten selections written by Hemingway.
>
> This tells us what the pupil will be able to do.

III. The conditions of performance must be a part of behavioral objectives.

In example 1A of paragraph II, we indicate that the following was an instructional objective stated in terms of pupil performance:

> The student will be able to pronounce the names of the letters of the alphabet, A through Z.

But what about the conditions under which this performance takes place? Does the statement tell us whether the pupil is to do this -

at sight or
from memory?

If from sight, will he be shown capital letters, lowercase letters or a combination? Will the letters be in regular sequence or in random order?

It is immediately obvious that the conditions mentioned differ substantially; and without stating which conditions apply, the behavioral objective is not clear.

Now, examine two more statements. Which one sets forth the conditions under which a certain kind of performance takes place? (Check one)

_____ 1. Given the Dolch list of the 95 most common nouns, the student will be able to pronounce correctly all the words on the list.

_____ 2. The student will be able to pronounce correctly at least 90% of all words found in most beginning reading books.

The first statement indicates that the student is expected to *pronounce*, from a *list*, *95 specific words*. The second statement is unclear - who decides what words "are found in most reading books." Also, is the student to read from a list or recite from memory?

Clearly, the conditions must be specified *as a part of the objective*.

IV. The level of performance must be a part of the behavioral objective.

The behavioral objective should clearly identify the criterion of achievement for that objective. Stated another way, we must be able to tell from reading the objective how we would know if a student were to achieve the objective.

Example:

Given 20 sentences containing both common and proper nouns, the student will be able to identify both kinds of nouns with very few mistakes.

Does this objective tell us what the criterion of performance is? No, it doesn't. The statement "with very few mistakes" is too vague. The student attempting to achieve this objective would not know when he had done it.

Rewrite the example given in such a way to make it a well-stated behavioral objective.

You should sign up for a discussion of TASK 340 at this time.

## LEARNER PERFORMANCE OBJECTIVES

## PRE-TEST FOR TASK 340

Some of the following objectives are stated in observable behavioral terms and some are not. Check the correct answer for each objective.

1. Given 10 examples of vertebrate animals, the pupil will be able to classify those which are mammals and those which are not mammals. (90% accuracy required)

   YES ☐ NO ☐

2. If given a box containing the parts of a Ford two-barrel carburetor, the student will be able to put the carburetor together so that it functions correctly.

   YES ☐ NO ☐

3. Given the complete list of past American presidents, the pupil will know which of them were republicans. (85% accuracy required)

   YES ☐ NO ☐

4. Given a complete course in music, the pupil will be able to appreciate all types of music.

   YES ☐ NO ☐

Three of the following four statements have a missing component of a well-stated objective. Rewrite those statements to make them well-stated objectives.

5. Given three lectures about the civil war, the student will be able to understand the causes of the war as perceived by the Confederacy.

6. Given an example and description of an isosceles triangle, you should be able to draw an isosceles triangle using any materials you choose.

7. Given personal instruction about how to write his name, the pupil will fully comprehend it.

______________________________________________

______________________________________________

______________________________________________

8. Given the instruction about a musical score, the pupil should be able to think about the origin and development of the musical score.

______________________________________________

______________________________________________

______________________________________________

Using the following classification system for the cognitive and affective domains, decide which is the most logical category for the following objectives. Write your answer to the left of each objective. Cognitive and affective categories are shown to the left of each objective.

Levels of the Cognitive Domain

Memory
Translation
Interpretation
Application
Analysis
Synthesis
Evaluation

Levels of the Affective Domain

Receiving
Responding
Valuing
Conceptualizing
Internalizing

Cog. ______________ 9. Given a list of references to books, magazines, personal interviews, and encyclopedias, order the references in correct bibliographic form.

Cog. ______________ 10. Given a diagram of a Ford carburetor, label each part correctly.

Aff. ______________ 11. When given the opportunity, the pupil willingly selects a person with a different cultural background as a friend.

Cog. ______________ 12. Using your own design, set up and perform an experiment that will demonstrate that there is a 2:1 hydrogen to oxygen ratio in water.

Aff. ______________ 13. When given the opportunity to speak Spanish, the pupil does so with enjoyment.

Cog. ______________ 14. Draw two isosceles triangles using any or all of the following: ruler, protractor, compass, pencil, paper.

## ANSWERS

## LEARNER PERFORMANCE OBJECTIVES

## PRE-TEST FOR TASK 340

1. Yes

2. Yes

3. No

4. No

5. Given three lectures about the civil war, the student will be able to write (state, etc.) the causes of the war as stated by the lecturer.

6. As stated, this is a weak objective--the last phrase is not definite.

7. Given personal instruction about how to write his name, the pupil will be able to do so.

8. Needs action verb and a component which relates to the "given" component.

9. Translation

10. Memory

11. Responding

12. Synthesis

13. Responding

14. Translation

## RECOGNIZING PERFORMANCE CRITERIA

### POST-TEST

Leaving the matter of content aside, decide for each statement below whether it is expressed in terms of observable student performance. Check the correct response to the left of each objective.

_____ Yes _____ No 1. Given the poem "The Sword" by William Blake, the student should be able to think of at least one way in which the symbolism in the poem could be interpreted.

_____ Yes _____ No . 2. Given a short story containing periods, question marks, exclamation points, quotation marks, and commas, the student should be able to have an awareness of the meaning of each kind of punctuation.

_____ Yes _____ No 3. Given a string of beads which form a number and color pattern, the student should, by adding more colored beads to the string, be able to continue the pattern.

_____ Yes _____ No 4. Given a list of twenty words, the student should be able to write them in alphabetical order according to the beginning letter of each word.

_____ Yes _____ No 5. Given 20 dictated words containing the consonant elements _f_, and the short vowels _a_ and _i_, the student should be able to hear, with at least 90% accuracy, the designated consonant elements and short vowels in the dictated words.

_____ Yes _____ No 6. Given the results of liver function tests performed on six jaundiced patients, the student should be able to list correctly at least five of the cases under the etiological headings of homolytic, hepatoullular, and obstructive jaundice.

_____ Yes _____ No 7. Given the statement, "Changing tastes of the American consumer changed the occupations required in our economy," the student should be able to state two concepts in the statement.

_____ Yes _____ No 8. Given an advertisement, the student should be able to comprehend (a) how the advertisement catches the consumer's interest, (b) what information is given about the product, and (c) what information is given that is unrelated to the product.

_____ Yes _____ No 9. Given a list of activities carried on by the early settlers in Duluth, the student should be able to know what goods they produced, what productive resources they used, and what trading they did.

_____ Yes _____ No 10. Given the price of two different-sized packages of a product and the quantity of the product contained in each, and assuming equal quality, the student should be able to see how the unit price of each was determined.

Write two cognitive objectives.

11. ______________________________

12. ______________________________

Write two affective objectives.

13. ______________________________

14. ______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

The answers to the first 10 questions are on the attached sheet. To confirm the answers on your own written objectives, please see the teacher.

# ANSWERS

## RECOGNIZING PERFORMANCE CRITERIA

## POST-TEST

1. No
2. No
3. Yes
4. Yes
5. No
6. Yes
7. Yes
8. No
9. No
10. No

# 350

---

**TASK:** IDENTIFY THE MAJOR CHARACTERISTICS AND USES OF A COMPUTER-BASED PERFORMANCE RECORD-KEEPING SYSTEM.

---

## LEARNING PERFORMANCE OBJECTIVES:

351: PREPARE A LIST OF AT LEAST FIFTEEN KINDS OF INFORMATION THAT IS RECORDED IN THE PERFORMANCE INFORMATION SYSTEM.

352: DESCRIBE THE CHARACTERISTICS OF EACH OF THE FOLLOWING REPORTS:

A. MENTOR WEEKLY REPORT
B. TEACHER-COUNSELOR WEEKLY REPORT
C. MONTHLY REPORT

353: EXPLAIN AT LEAST TWO POSSIBLE USES (BY TEACHERS AND STUDENTS) FOR EACH OF THE REPORTS.

A. MENTOR WEEKLY REPORT
B. TEACHER-COUNSELOR WEEKLY REPORT
C. MONTHLY REPORT

354: DEVELOP BRIEFLY THREE MEANS BY WHICH INFORMATION WITHIN THE PERFORMANCE INFORMATION SYSTEM COULD BE USEFUL TO YOU IN YOUR PRESENT POSITION.

## LEARNING RESOURCES OBJECTIVE 351:

| | |
|---|---|
| READ | "A Performance Information System"<br>pages 3, 4, and Appendix B |
| LISTEN | Al Olson will provide a brief, small group presentation and/or answer questions relating to all aspects of the Performance Information System, upon request. |

**PERFORMANCE OBJECTIVE 351:** PREPARE A LIST OF AT LEAST FIFTEEN KINDS OF INFORMATION THAT IS RECORDED IN THE PERFORMANCE INFORMATION SYSTEM.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

## LEARNING RESOURCES OBJECTIVE 352:

| | |
|---|---|
| READ | "A Performance Information System"<br>pages 7 - 10 |
| VIEW | Samples of the Mentor and Teacher-Counselor Reports |
| LISTEN | Al Olson will provide a brief small-group presentation and/or answer questions covering all aspects of the Performance Information System upon request. |

**PERFORMANCE OBJECTIVE 352:** DESCRIBE THE CHARACTERISTICS OF EACH OF THE FOLLOWING REPORTS:

A. MENTOR WEEKLY REPORT:

B. TEACHER-COUNSELOR WEEKLY REPORT

C. MONTHLY REPORT

| LEARNING RESOURCES OBJECTIVE 353: | |
|---|---|
| READ | "A Performance Information System" |
| LISTEN | Al Olson will provide a brief small-group presentation and/or answer questions covering all aspects of the Performance Information System upon request. |

**PERFORMANCE OBJECTIVE 353:** EXPLAIN AT LEAST TWO POSSIBLE USES (BY TEACHERS AND STUDENTS) FOR EACH OF THE REPORTS:

A. MENTOR WEEKLY REPORT

1 ________________________________________

________________________________________

________________________________________

2 ________________________________________

________________________________________

________________________________________

B. TEACHER-COUNSELOR WEEKLY REPORT

1 ________________________________________

________________________________________

________________________________________

2 ________________________________________

________________________________________

________________________________________

C. MONTHLY REPORT

1. ______________________________

______________________________

______________________________

2. ______________________________

______________________________

______________________________

## LEARNING RESOURCES OBJECTIVE 354:

THERE ARE NO SPECIFIC RESOURCES IDENTIFIED FOR THIS OBJECTIVE. YOUR STATEMENT SHOULD BE BASED ON YOUR PERSONAL EXPERIENCE AND POSSIBLY PROFESSIONAL LITERATURE IN YOUR PARTICULAR AREA.

**PERFORMANCE OBJECTIVE 354:** DEVELOP BRIEFLY THREE MEANS BY WHICH INFORMATION WITHIN THE PERFORMANCE INFORMATION SYSTEM COULD BE USEFUL TO YOU IN YOUR PRESENT POSITION.

1. ________________________________________

2. ________________________________________

3. ________________________________________

## TASK: IDENTIFY PROBABLE USES OF THE ALERT SYSTEM

## LEARNING PERFORMANCE OBJECTIVES:

361: GIVEN THE ALERT RECIPE BOX AND INSTRUCTIONAL BOOKLET, YOU SHOULD BE ABLE TO SELECT PROGRAMS FROM VARIOUS SOURCES ACCORDING TO: GENERAL CONTENT, SPECIFIC CONTENT, PROGRAM USE, DISTINCTIVE FEATURES, TARGET AUDIENCE, AND LEVELS.

362: GIVEN THE ALERT RECIPE BOX AND ALERT SUMMARIES, YOU SHOULD BE ABLE TO WRITE A RATIONALE FOR SELECTING ANY GIVEN PROGRAM. SUCH A RATIONALE SHOULD INCLUDE DATA IN REGARD TO: TARGET AUDIENCE, SUBJECT AREA, CONTENT EMPHASIS, GOALS, USE, MODE, EVALUATION, AND COSTS.

| | |
|---|---|
| **LEARNING RESOURCES OBJECTIVES 361, 362** | |
| READ | "ALERT Recipe Box"<br>Instructions for Use<br>"ALERT Summaries"<br>"Instructions for Using ALERT" |

PERFORMANCE OBJECTIVE 361: GIVEN THE ALERT RECIPE BOX AND INSTRUCTIONAL BOOKLET, YOU SHOULD BE ABLE TO SELECT PROGRAMS FROM VARIOUS SOURCES ACCORDING TO: GENERAL CONTENT, SPECIFIC CONTENT, PROGRAM USE, DISTINCTIVE FEATURES, TARGET AUDIENCE, AND LEVELS.

USING THE ALERT RECIPE BOX, IDENTIFY A PROGRAM FOR THE FOLLOWING GIVEN CATEGORIES.

1. MATH, INDIVIDUALIZED, ARITHMETIC, BASIC COURSE OVER ONE YEAR, GRADE 7 - 9, EDUCATIONALLY DISADVANTAGED

   NAME OF PROGRAM: ____________________

   FEATURES:

2. ENVIRONMENT AND ECOLOGY, ENVIRONMENTAL THREATS TO MAN, SUPPLEMENTAL UNITS, MULTIMEDIA APPROACH, STUDENTS GENERAL, GRADES 10 - 12

   NAME OF PROGRAM: ____________________

   FEATURES

2. CONSIDERING THE CHARACTERISTICS OF YOUR SCHOOL SITUATION, IDENTIFY TWO POSSIBLE PROGRAMS USING THE ALERT RECIPE BOX THAT WOULD BE APPROPRIATE FOR YOUR SCHOOL. IDENTIFY THE CATEGORIES YOU SELECTED AND THE FINAL PROGRAMS.

| | (1) | (2) |
|---|---|---|
| CATEGORIES: | ____________ | ____________ |
| | ____________ | ____________ |
| | ____________ | ____________ |
| | ____________ | ____________ |
| | ____________ | ____________ |
| | ____________ | ____________ |
| PROGRAM: | ____________ | ____________ |

**PERFORMANCE OBJECTIVE 362:** GIVEN THE ALERT RECIPE BOX AND ALERT SUMMARIES, YOU SHOULD BE ABLE TO WRITE A RATIONALE FOR SELECTING ANY GIVEN PROGRAM. SUCH A RATIONALE SHOULD INCLUDE DATA IN REGARD TO: TARGET AUDIENCE, SUBJECT AREA, CONTENT EMPHASIS, GOALS, USE, MODE, EVALUATION, AND COSTS.

CONSIDERING THE CHARACTERISTICS OF YOUR SCHOOL SITUATION, IDENTIFY TWO POSSIBLE PROGRAMS (THEY COULD BE THE SAME AS THE TWO ABOVE) USING THE ALERT RECIPE BOX AND ALERT SUMMARIES THAT WOULD BE APPROPRIATE FOR YOUR SCHOOL. BASED ON THE INFORMATION GATHERED, DEVELOP A RATIONALE FOR SELECTION OF THESE PROGRAMS.

PROGRAM NAME: 1) ______________________

RATIONALE:

PROGRAM NAME: 2) ______________________

RATIONALE:

---

TASK: IDENTIFY AND DESCRIBE PROBABLE USES OF THE LIBRARY IN YOUR SCHOOL SITUATION AS IT RELATES TO INDIVIDUALIZING INSTRUCTION.

---

## LEARNING PERFORMANCE OBJECTIVES:

371: GIVEN THE PRESENT LIBRARY SITUATION IN YOUR SCHOOL, STATE THREE PROBABLE WAYS TO MODIFY THE USE OF YOUR LIBRARY TO MOVE IT TOWARD MEETING THE FOUR OBJECTIVES OF A LIBRARY.

372: USING GRAPH PAPER OR REGULAR PAPER, DRAW A DIAGRAM INDICATING THE POSSIBLE ARRANGEMENT OF THE LIBRARY IN YOUR SCHOOL THAT WOULD BE NECESSARY TO MEET THE FOUR OBJECTIVES OF A LIBRARY.

## LEARNING RESOURCES OBJECTIVES 371, 372:

| | |
|---|---|
| READ | "Model for Expanded L.R.C. Services" |
| VIEW | "L.R.C. Slides"<br>slides and cassette tape |
| LISTEN | "Interview with a Principal and the Librarian"<br>cassette |

PERFORMANCE OBJECTIVE 371: GIVEN THE PRESENT LIBRARY SITUATION IN YOUR SCHOOL, STATE THREE PROBABLE WAYS TO MODIFY THE USE OF YOUR LIBRARY TO MOVE IT TOWARD MEETING THE FOUR OBJECTIVES OF A LIBRARY.

THREE PROBABLE MODIFICATIONS

1________________________________________

________________________________________

2________________________________________

________________________________________

3________________________________________

________________________________________

**PERFORMANCE OBJECTIVE 372:** USING GRAPH PAPER OR REGULAR PAPER, DRAW A DIAGRAM INDICATING THE POSSIBLE ARRANGEMENT OF THE LIBRARY IN YOUR SCHOOL THAT WOULD BE NECESSARY TO MEET THE FOUR OBJECTIVES OF A LIBRARY.

After completing TASK 370, sign up for a discussion

# A SUGGESTED MODEL FOR EXPANDED LEARNING RESOURCES CENTER SERVICES CAPABILITY

By: Walter J. McCormick

The words performance and accountability are frequently used in current articles about education. Tax payers in 1971 are asking that more efficient systems of educational services be delivered for each tax dollar even as local school tax measures are voted down. High school student's demands for relevant educational experiences coupled with outright rebellion against regulations imposed upon them by traditional school systems frequently make the headlines. Critics of education call attention to the boredom and "mindlessness" which they claim characterizes much of American elementary education. In the face of such criticism, public school teachers and administrators are constantly searching for new, creative approaches as they attempt to devise efficient learning systems that will deliver adequate learning programs to students. Individualized instructional programs for every student, flexible school schedules, and creation of a school social climate in which students can succeed are some of the main objectives being sought.

What are the components of a sound educational system at the school building level? More specifically, what systems or components of such systems are required in the elementary school if students are to develop the attitudes and skills they must have to successfully continue their pursuit of learning in a complex technological society?

The school library, or Learning Resources Center is currently identified as an important component of, or system within, the total educational services program carried out in a school building.

The purpose of this paper is to identify, list, and examine functions and objectives of the Learning Resources Center in an elementary school. It attempts to describe a possible model for delivery of these services within realistic cost limits.

## A DEFINITION OF LEARNING RESOURCES CENTER (LRC)

The LRC is defined as a centralized organized collection of print and non-print materials systematically arranged within an adequate, accessible space in the school building. The LRC exists to facilitate maximum student and staff utilization of these materials by giving the librarian the space, equipment, and furniture needed to organize and administer an effective program of services to students and staff within and outside physical LRC boundaries.

## RATIONALE FOR THE LRC

A comprehensive LRC services program can efficiently provide children with vastly expanded learning opportunities otherwise not available to them in the classroom. The LRC extends the student learning environment beyond the four walls of their classroom. The LRC provides teachers with opportunities for expanding their teaching service capability by extending their teaching environment beyond the classroom to the media rich LRC. Extensive student-staff interaction fostered by this extension can result in considerable student-staff behavior modification in the all important affective domain.

## FUNCTIONS OF THE LRC

While storing materials and equipment and housing furniture, the LRC provides students with information, study space, non-print media, and a friendly relaxed place for recreational reading. Its spaces provide teachers with equipment and materials needed to present ideas and motivate activities in the LRC. Through the LRC program, parents and volunteers can find many opportunities to meaningfully serve students and school staff.

The LRC provides expanded student learning opportunities by making a flexibly scheduled program of services available to them. Materials, equipment, furniture and suggested activities are efficiently arranged and carefully organized according to student teacher needs.

## COMPONENTS AND OBJECTIVES OF THE LRC

Four basic objectives can be identified in every LRC program.

1. The first objective is to provide continuous student-teacher access (C/A) to the materials and equipment in the LRC throughout the school day. If space is adequate and properly divided, materials efficiently arranged and charge-out systems well located and clearly defined, continuous access to individual students and small groups is possible.

2. The second objective is to provide flexible scheduling. This can be described as a schedule based on student needs for LRC services as recognized and defined by teachers and librarians. To implement flexible scheduling (F/S), the librarian makes frequent "rounds" to teaching stations.

   He asks two questions:

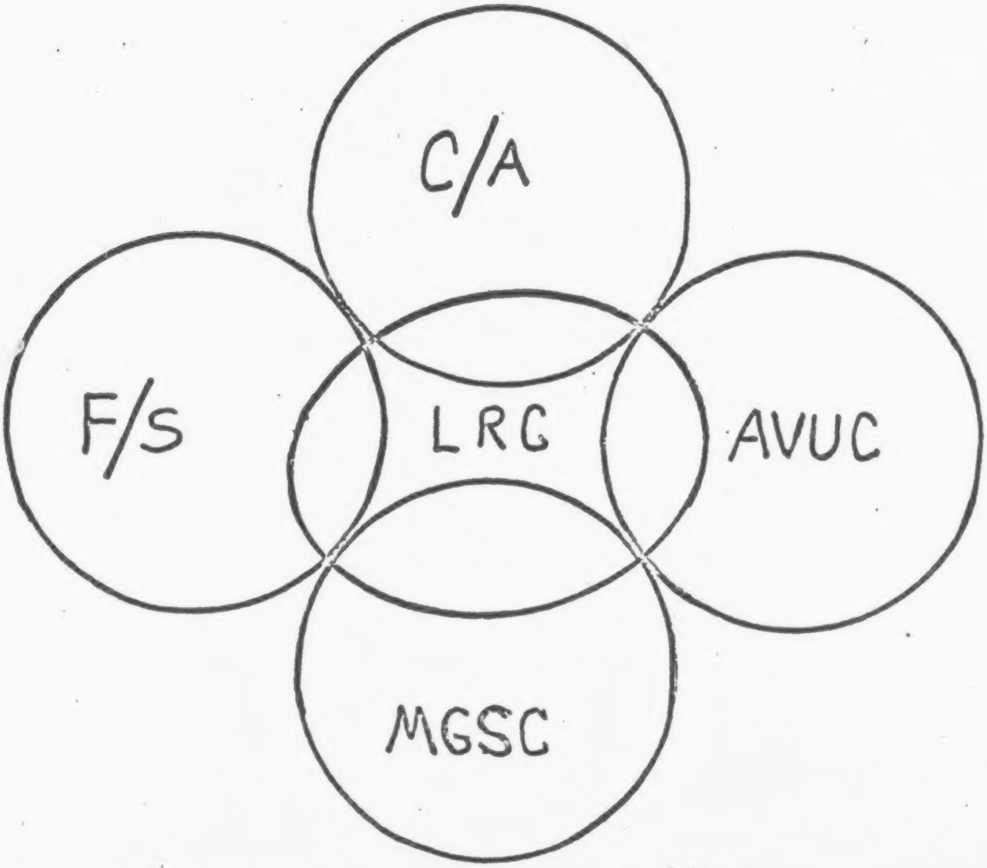
   (1) When do your students need to use the LRC?
   (2) What activities do you feel they need to pursue or experience?

   By going to teaching stations, observing students and teachers, and engaging teachers in service-offering transactions, the librarian can sell available service, suggest learning activities and secure teacher involvement in planning and evaluating student needs and services. By carrying a schedule book with him on these "rounds", the librarian can implement a flexible schedule that can be changed from day to day as needs change. This approach forces communication and fosters a LRC service program that becomes an integral part of the classroom operation. Experience in library program scheduling indicates that arbitrarily fixed schedules can result in peripheral student-teacher involvement.

3. A third LRC program objective is to guarantee LRC service capability for more than one group at a time. Multi-group Service Capability (MGSC) indicates an organization of LRC space and arrangement of equipment that encourages Continuous Access (CA), even if two or three class-size groups are already in the LRC.

4. Audio-Visual Utilization Capability (AVUC) is the fourth main objective or component of a well run LRC Services Program. The two types of AVUC are group AVUC and individualized AVUC. Listening, viewing, recording are observable student audio-visual activities which the LRC must provide if it is to meet the needs of students who learn best through listening and viewing.

FIGURE I



## LRC SERVICE CAPABILITY LEVELS

Space, furniture, equipment, materials and staff, when combined with building service philosophy, determine LRC service objectives in each building. Although these factors vary from building to building, categories in LRC service patterns are identifiable.

The arbitrary terms PHASE I, PHASE II, and PHASE III are used in this paper to simplify the task of identification and evaluation. It should be understood that some of the service elements are common to all three of these phases. PHASE II, not PHASE III, may be the most desirable LRC since its range of services encompasses most, if not all those available from a PHASE I and III LRC.

## THE PHASE I LIBRARY - AN ARBITRARY DEFINITION

Traditional library programs have provided students and teachers with an organized collection of books which were circulated to classes at regularly scheduled fixed time intervals. In the one room libraries (which might be accurately labelled the PHASE I BOOK BOX) the students searched for books, heard a library lesson or a book talk from the librarian, read for a short period, checked out their books and returned to the class room. One class-size group filled the PHASE I library. The librarian was usually scheduled and committed to one class at a time. The relationship of the library program to curriculum and daily classroom activities was frequently peripheral. The librarian, when not processing books or doing other necessary clerical chores, served as a substitute teacher or study hall supervisor.

## PHASE II - EXPANDED LRC SERVICE CAPABILITY

As the need for increased student-learning opportunities was felt, libraries began to expand into more than one room. The CA, FS, MGSC, AVUC objectives suggested that certain areas be designated for specific service functions.

The first of these areas, the Small Group Instruction Room (SGIR), is a 16' x 16' corner of the room separated from the rest of the LRC with wood and glass partitions. Equipped with a screen, drapes, a stand, a filmstrip projector and a tape recorder, the SGIR can accomodate a class and teacher or smaller groups. Such a room is an ideal place for brief storytelling, short library lessons, listening, viewing, or discussing. Group Audio-visual Utilization Capabilities and Multi-Group Service Capabilities are thus made possible, since activities in the SGIR can be separated from those carried out in other areas of the LRC.

If easy-to-read books are stored in low bookcases on the perimeter of the SGIR, a primary teacher can accomplish the above activities, as well as the supervision of student book selection and checkout as the culminating activity of the visit to the LRC.

The second area can best be defined as the Large Group Instruction Room (LGIR). It contains the stand with a filmstrip projector and tape recorder for group AVUC. But it also houses an overhead projector,and the children have tables and chairs where they can study, view, listen, write, take notes, discuss, etc. While lacking the intimacy of the SGIR, the LGIR contains all the necessary items required by a teacher for class-size group instruction.

The LGIR contains the reference and classified books of the library. Near the door is the charge-out desk and the card catalog. Periodicals and paperbacks should also be placed near the exit, thus affording total student C/A with minimum interruptions of those activities taking place in the SGIR or LGIR.

A third designated LRC space especially important for fostering favorable library attitudes in primary children is an area large enough to store the main primary book collection. This space should be carpeted and house a small amount of furniture, lest such items intefere with a sprawled out "tummy down" position so comfortable to younger children. Even with the SGIR and LGIR occupied, a primary teacher can conduct a brief lesson, tell a short story, share a book, and motivate her group toward book selection or help individual primary children in individualized listening and viewing activities.

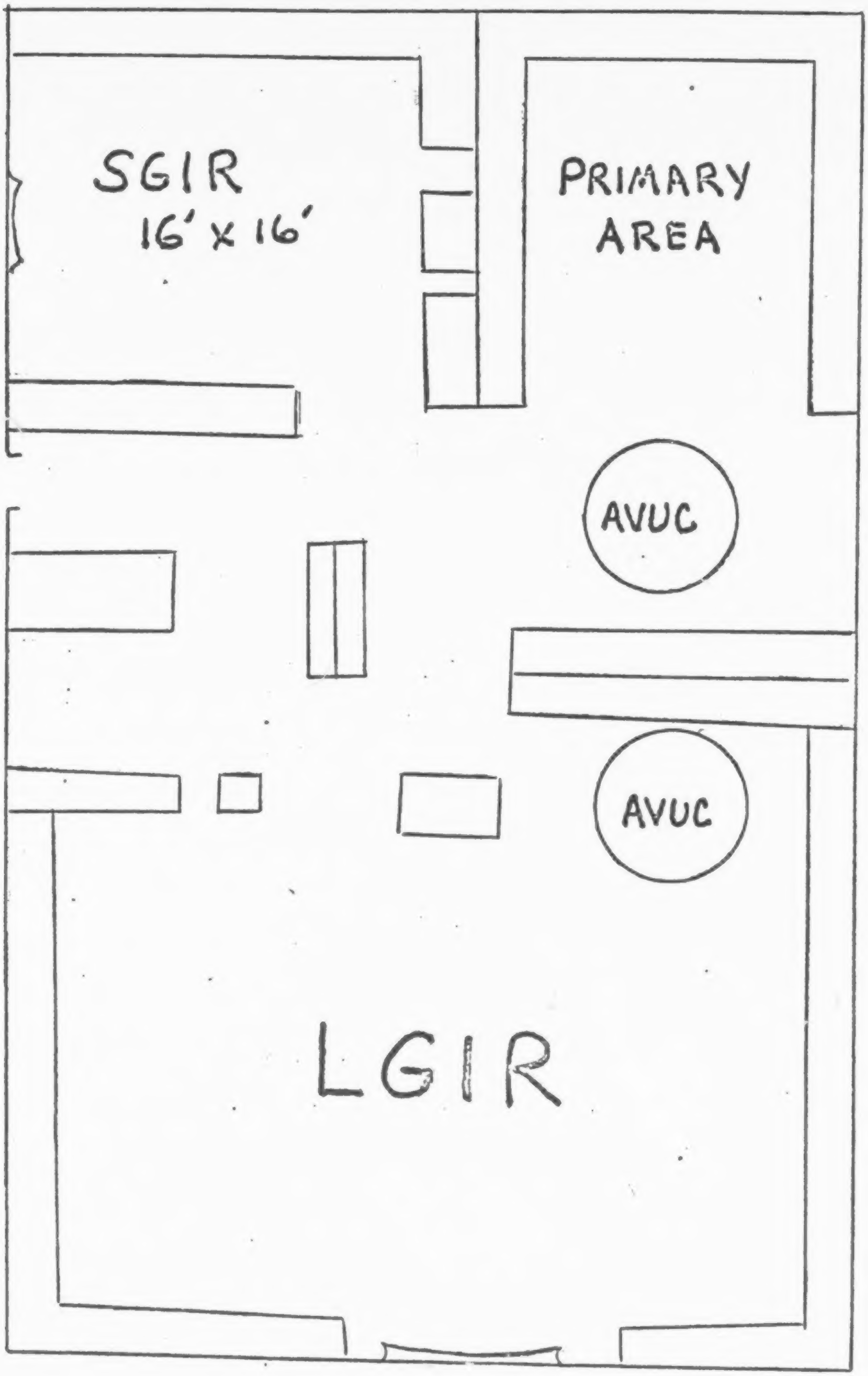
The fourth area, while perhaps less easily designated physically, are those areas which contain equipment and furniture needed for Individualized Audio-visual Utilization Capability. Individual listening and viewing can take place anywhere in the LRC where electrically possible or where the physical situation does not prevent listening and viewing. With battery-operated tape recorders and viewers, individual AVUC can take place wherever the child and/or teacher choose.

HOW CAN YOU RECOGNIZE A PHASE II LRC? (See Figure II, page 8)

The four objectives and the four areas briefly described are objectives and components of an LRC services program in what has been labeled as a PHASE II LRC. It differs from PHASE I. In PHASE II, the emphasis is on expanded learning opportunities, and while the LRC is not defined as the "heart of the school", it realistically functions as an extension of the learning environment for students and an extension of the teaching environment for teachers. Whether the PHASE II LRC program is delivering such service is observable in the presence of several distinct groups of students engaged in group and individual studying-learning activities. These groups of students are with teachers in designated areas. The teachers are involved, committed, and participating as team members with the librarian in the LRC services program. There are parents and student

FIGURE II

POSSIBLE ALTERNATIVES IN LRC SPACE UTILIZATION - PHASE II


SGIR
16' x 16'
PRIMARY
AREA
AVUC
AVUC
LGIR

volunteers in the LRC. While students are orderly and businesslike, complete quiet is not the rule, and the librarian can be observed acting not as a substitute teacher or study hall supervisor for a single large group, but as a calm, organized manager of an LRC services program. These services are meeting the needs of several groups, as well as the needs of individual students who come to the LRC on a continuous access basis.

The continuous "in and out" activity of individual students is another observable aspect of the PHASE II program. The availability of non-print learning packages for a variety of "in LRC" learning activities further indicates PHASE II LRC Service Capability, as does the presence of student assistants and parent volunteers carrying out the many clerical activities connected with the on-going circulation and retrieval of materials housed in the LRC. The absence of a fixed schedule or a time sign-up sheet is an additional indication of the PHASE II Multi-media LRC services program.

In PHASE II, the LRC Services Program is based on the premise that there are identifiable groups of students accountable to one teacher for given time curriculum periods and that these students with their teacher can and should engage in short-time, group-oriented, learning-teaching activities in the LRC. These activities are a springboard to the individual activities the students will then pursue.

## KEY FACTORS - MULTI-GROUP SCHEDULING AND MEDIA

Multi-group scheduling of students in the different designated spaces frees the librarian from traditional restrictive performance roles even as the service capability of the LRC is multiplied by securing the services of teachers, parents, and students involved in the LRC Service Program. Reusable media learning packages further increase the impact of the librarian as tape recordings of his voice help him to be "more than one person."

While some elementary library programs in Seattle School District are PHASE I operations, the potential for implementation of PHASE II exists in many of the elementary buildings in the city. Beyond PHASE II there are a few LRC programs which might best be defined as PHASE III LRC Services Programs.

## A DESCRIPTION OF A PHASE III LRC

In PHASE III, the LRC is geographically the "heart of the school." It may be hard to identify the perimeter or boundaries of the PHASE III LRC, since it flows into open areas of the total school which is also "open" in concept. The curriculum in such a building is largely flexible, and the major instructional objective is complete individualization of learning programs for each student.

Group activities in the PHASE III LRC may not easily be set up, since identifiable groups needing similar group instruction may not be found. In PHASE III, the traditional library book collection and organization is maintained, but the main student use pattern is individualized. The amount of non-print media use is determined by the number of learning packages available and the amount of equipment provided; e.g., viewing, cassette playback machines, earphones, listening stations, etc.

## DIRECTION OF FUTURE LRC SERVICES

The rather arbitrary terms, PHASE I, II, and III are used to describe traditional and desirable future LRC objectives and service patterns. Individualized Audio-visual Utilization Capability, as defined in this paper, is the same for PHASE I, II, or III. Scheduling patterns, available space, amount of equipment and materials available determine the levels of AVUC for each phase.

Given the present financial restrictions, what can building principals do to upgrade PHASE I Book Boxes into PHASE II Learning Resources Centers? First they must find SPACE. In Learning Resources Centers of 2+ full-sized classrooms, a 16' x 16' SGIR against a window wall is easily designated. With partitions for the SGIR in place, other areas in the LRC can be partitioned with tall book cases. Once the four learning areas are designated, the librarian will need to accomplish the following performance objectives.

1. Assemble the projectors, tape recorders, record players, viewers, earphones, listening boards needed for the SGIR, LGIR and throughout the LRC where individualized AVUC is to take place
2. Procure, develop or create learning units or learning packets to be used in the equipment
3. Recruit, train and tentatively schedule parent and volunteer service
4. Arrange for faculty in-service meetings conducted by the principal, librarian, or others to explain the rationale for a new LRC program.
5. Abandon the old schedule and begin library "rounds" toward student need-based flexible scheduling
6. Implement and interpret the PHASE II LRC Services Program

It is presumed that much of the equipment needed in expanding to PHASE II already exists in the school building. Large amounts of money need not be available. However, funds are needed for certain key filmstrips, as well as for blank tapes if none are available in the building.

## THE ROLE OF THE PRINCIPAL

The principal's support is vital in implementing any program of change in a school environment. While there are many paths to educational innovation, the principal must be sure that he is committed to the philosophy behind the four objectives and the changed LRC Program they will accomplish. He must have confidence in his librarian, be willing to support him and have the capacity to delegate responsibility to the librarian and then to accept and support the librarian as he moves toward a more dynamic service-management role in the building.

The principal will need to be skilled in analyzing, communicating, and supporting the librarian and faculty in achieving the proposed changes. He plays a key role in obtaining and maintaining parent volunteers and student assistants.

## THE ROLE OF THE LIBRARIAN

Librarians are accustomed to personally managing and handling which encompass the traditional selection, processing, storing, circulating and retrieval of printed materials. In the PHASE II LRC Service Program, the librarian must develop skill in learning how to:

1. Recruit and manage volunteer staff
2. Train staff and delegate responsibility
3. Produce tapes and assemble several varieties of learning packages
4. Demonstrate presentation of library skills lessons for individualization
5. Find and prioritize LRC Services Program objectives
6. Contact and sell programs to teachers
7. Perfect skills toward securing the all important involvement, commitment, and participation of the teachers, principal and community volunteers.

Flexible scheduling and "librarian rounds" linked to the MGSC concept is the key to the librarian's success in his re-defined role as manager of the LRC Services Program.

## THE ROLE OF THE TEACHER

The role of the teacher is constantly changing. In addition to changes in classroom behavior, the teacher will need to become accustomed to conducting teaching activities in the LRC. He will need to expand his repertoire of teaching competencies, upgrade his skills in group media utilization, vary his pacing, and learn how to help students use the LRC in individualized learning activities. He will need to become more knowledgeable about total service offerings and operations of the LRC and become more skilled in helping students plan their own learning experiences with available LRC resources closely linked to their learning programs. In essence, he will need to learn how to funtion as a team member and to extend his teaching environment to the LRC.

## THE ROLE OF THE STUDENT

Students more readily adjust to change than do librarians or teachers. Assisted by teachers and librarians, students will need to:

1. Become more skillful in planning their own learning activities
2. Develop more skills for independent study and note taking, skills in viewing, listening equipment operations, information location and recreational reading

In short, students will need to develop skills in learning how to perform in a climate that gives them flexibility, freedom, and independence from constant teacher prodding.

## STAFFING

### PARENTS ROLE IN THE LRC SERVICES PROGRAM

Someone has to take care of the necessary operations connected with the circulation and retrieval of materials necessary to the ongoing LRC system. Carding, shelving, processing, card filing, mending, book covering, etc. must be carried out if the four main LRC service objectives previously listed are to be achieved. Principals and librarians need to communicate LRC needs and recruit parents.

With properly defined objectives, procedures clearly laid out, and responsibilities delegated to them, parents can and will provide a very satisfactory level of service toward maintaining their school's LRC program.

### STUDENTS' SERVICE ROLE IN LRC SERVICES PROGRAM

While flexible scheduling is for student-teacher library periods, rigid scheduling is advisable in programing student assistants from within the school student body. One or two hours per week from a cadre of capable intermediate students, when added to the help recruited from parent volunteers, can free the librarian to achieve the four objectives of the LRC Service Program.

## SUMMARY

In this paper, Continuous Access, Flexible Scheduling, Multi-group Services Capability, and Audio-visual Utilization Capability have been discussed as achievable objectives within a PHASE II LRC Services Operation. The PHASE II LRC Model space requirement is roughly two standard elementary classrooms. Equipment needs are minimal if group AVUC is to be provided, and the assumption is that most elementary buildings already have most, if not all, necessary equipment for group AVUC. Materials for learning units or packages plus the skill, inclination, and time required to produce such units should not be insurmountable preventative factors against implementing the PHASE II LRC Program.

In an age when performance and accountability are key words in our society, administrators and librarians desperately need to find service priorities, list performance objectives, and devise efficient systems for achieving those objectives. Hopefully, the ideas contained in the paper will help them in their efforts in that direction.

# 410

**TASK:** IDENTIFY THE STEPS NECESSARY TO INDIVIDUALIZE THE INSTRUCTIONAL PROGRAM IN YOUR SCHOOL

## LEARNING PERFORMANCE OBJECTIVES:

411: WITH AT LEAST TWO OTHER PERSONS, WRITE IN THEIR LOGICAL SEQUENCE THE IDEAL STEPS YOU WOULD FOLLOW IN INDIVIDUALIZING INSTRUCTION IN YOUR SCHOOL AS IT RELATES TO THE FOLLOWING: A) TEACHER ACTIVITIES, B) PARENT ACTIVITIES, C) STUDENT ACTIVITIES, AND D) UTILIZATION OF CURRICULUM SPECIALISTS, PLANNING AND EVALUATION PERSONNEL, LINE ADMINISTRATORS, PUBLIC INFORMATION DEPARTMENT, AND OTHER SUCH RESOURCES.

412: WITH AT LEAST TWO OTHER PERSONS, IDENTIFY SOME PROBABLE PROBLEMS THAT MIGHT CONFRONT YOU AS YOU MOVE TOWARD INDIVIDUALIZING THE INSTRUCTIONAL PROGRAM IN YOUR SCHOOL AND IDENTIFY PROBABLE SOLUTIONS WHERE POSSIBLE.

413: WITH AT LEAST TWO OTHER PERSONS, DEVELOP BY SEQUENCE AND PRIORITY A FLOW CHART AND TIME LINE DEPICTING THE PLANNING, DEVELOPMENT AND IMPLEMENTATION OF AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM FOR YOUR SCHOOL.

## LEARNING RESOURCE-OBJECTIVES 411, 412, 413

| | |
|---|---|
| READ | "Organizing for the Preparation of Individual Study Units" |
| VIEW | "Individualized Instruction: Recommendations for Implementation"<br>filmstrip and cassette<br>"Individualized Instruction: Its Problems and Some Solutions"<br>filmstrip and cassette |
| LISTEN<br> | "Steps Toward the Development of an Individualized Instruction Program in Your School"<br>cassette tape by Dr. Sidney P. Rollins<br>"Administrative Procedures in Individualized Instruction Programs"<br>cassette tape by Dr. Sidney P. Rollins<br>"Teacher Roles in Individualized Instruction Programs"<br>cassette tape by Dr. Sidney P. Rollins |

PERFORMANCE OBJECTIVE 411: WITH AT LEAST TWO OTHER PERSONS, WRITE IN THEIR LOGICAL SEQUENCE THE IDEAL STEPS YOU WOULD FOLLOW IN INDIVIDUALIZING INSTRUCTION IN YOUR SCHOOL AS IT RELATES TO THE FOLLOWING: A) TEACHER ACTIVITIES, B) PARENT ACTIVITIES, C) STUDENT ACTIVITIES, AND D) UTILIZATION OF CURRICULUM SPECIALISTS, PLANNING AND EVALUATION PERSONNEL, LINE ADMINISTRATORS, PUBLIC INFORMATION DEPARTMENT, AND OTHER SUCH RESOURCES.

| "IDEAL" STEPS IN INDIVIDUALIZING INSTRUCTION IN YOUR SCHOOL AS IT RELATES TO | | | |
|---|---|---|---|
| TEACHERS | PARENTS | STUDENTS | OTHERS |
| | | | |

**PERFORMANCE OBJECTIVE 412:** WITH AT LEAST TWO OTHER PERSONS, IDENTIFY SOME PROBABLE PROBLEMS THAT MIGHT CONFRONT YOU AS YOU MOVE TOWARD INDIVIDUALIZING THE INSTRUCTIONAL PROGRAM IN YOUR SCHOOL AND IDENTIFY PROBABLE SOLUTIONS WHERE POSSIBLE.

| PROBABLE PROBLEMS | |
|---|---|
| PROBLEMS | PROBABLE SOLUTIONS |
| | |

**PERFORMANCE OBJECTIVE 413:** WITH AT LEAST TWO OTHER PERSONS, DEVELOP BY SEQUENCE AND PRIORITY A FLOW CHART AND TIME LINE DEPICTING THE PLANNING, DEVELOPMENT AND IMPLEMENTATION OF AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM FOR YOUR SCHOOL.

USE A SEPARATE SHEET(S) OF PAPER FOR THIS ACTIVITY.

After completing TASK 410, you should sign up for a discussion

# BIBLIOGRAPHY TO ACCOMPANY
# INDIVIDUALIZING INSTRUCTION

## TASK 100

"Why Individualize Instruction" by Robert Keuscher, Individualization of Instruction: A Search; Los Angeles (ASUCLA Student Store, 308 Westwood Plaza) 1967.

"The Climate for Individualized Instruction in the Classroom" Journal of Secondary Education, Vol. 44, No. 7, Sept. 1969.

"Tailoring Your Teaching to Individualized Instruction" by Madeline Hunter, The Instructor, March 1970.

"The Individualized Learning System" by Gail Baker and Isadore Goldberg, Educational Leadership, Vol. 27, No. 8, May 1970.

"The Education of Individuals" by Robert Glaser, Individualization of Instruction: A Teaching Strategy, Virgil M. Howes, ed., The MacMillan Company, New York, c 1971, pp. 128-135.

"What is Individualizing Education" by Lucile Lindberg and Mary Moffitt, Individualizing Education, Margaret Rasmussen, ed., Association for Childhood Education Interaction, c 1964, pp. 11-14.

## TASK 110

"Research Themes in Instructional Theory" by Nathaniel H. Moore, Educational Leadership, Vol. 26, No. 2, November 1968, pp. 154-157.

"Individualized Instruction" by Mildred McQueen, The Education Digest April 1971, pp. 25-28.

"Individualization in Schools" National School Public Relations Association, 1201 - 16th Street N.W., Washington, D.C. 20036, c 1971.

"An Overview: Toward the Individualization of Instruction" by Virgil M. Howes, Individualization of Instruction: A Teaching Strategy, MacMillan Co., New York, c 1971, pp. 3-5.

## Bibliography to Accompany Individualizing Instruction.

"The Role of the Teacher in Individually Prescribed Instruction" by Lindvall and Bolvin, Educational Technology Review Series, Individualizing Instruction.

"Individualized Instruction: Form and Structure" by Virgil M. Howes, Individualization of Instruction: A Teaching Strategy, MacMillan Co., New York, c 1971, pp. 69-81

"Fostering Self-Direction" by Arthur Combs, Educational Leadership, Vol. 23, No. 5, (February 1966) pp. 373-376.

"Propaedeutics of a Learning Theory" by Donald DeLay and others, Davis-MacConnell-Ralston, Inc., Educational Consultants, 750 Welch Road, Palo Alto, California 94304, c 1969.

"Individualized Instruction--Where Are We?" by Howard E. Blake and Ann McPherson, Educational Technology Review Series: Individualizing Instruction.

### TASK 120

"Educational Packages--Panacea?" by Hulda Grobman, Educational Leadership, Vol. 27, No. 8, (May 1970) pp. 781-783.

"Learning Activity Packages: An Approach to Individualized Instruction" by Richard Jones, Journal of Secondary Education, Vol. 43, No. 4, (April 1968) pp. 178-183.

"Individualized Instruction: A Classroom Scene" by Virgil M. Howes, Individualization of Instruction: Exploring Open-Structure, Los Angeles (ASUCLA Students' Store, 308 Westwood Plaza) 1968, pp. 1-6.

"Individualizing Instruction" by Bernice J. Wolfson, NEA Journal, Vol. 55 November 1966, pp. 31-33.

"The Package and the Supervisor" by Beverly L. White, Educational Leadership, Vol. 27, No. 8, May 1970, pp. 788-791.

"Individualized Instruction: The Way It Is--1970" by Jack V. Edling, Audiovisual Instruction, February 1970, pp. 13-16.

## Bibliography to Accompany Individualizing Instruction.

"Individualizing" by Jeanette Veatch, *The Instructor*, September, October, December 1965, and January 1966.

"Individualizing Instruction for Self-Paced Learning" by Philip Kapfer and Gardner Swenson, *The Clearing House*, March 1968, pp. 405-410.

### TASK 210

"When the Teacher Diagnoses Learning" by Madeline Hunter, *Educational Leadership*, Vol. 23, April 1966, pp. 545-549.

"Elements of Individualized Instruction" by Patrick O'Donnel and Charles Laveroni, *California Journal for Instructional Improvement*, Vol. XIII, March 1970, pp. 26-37.

"Individualizing Instruction Through Diagnosis and Evaluation" by Jack Miller and Haroldine Miller, *Childhood Education*, May 1970, pp. 417-421.

"How to Compare Curriculum Materials" by Clark C. Abt, *Nation's Schools*, Vol. 86, No. 1, July 1970, pp. 21-28.

"Instructional Development in Higher Education: Basic Premises of a Learner Centered Approach" by Eldon J. Ullmer, *Educational Technology Review Series*: Individualizing Instruction.

### TASK 220

*Preparing Behavioral Objectives*, by Robert Mayer, Fearon Publishers, Palo Alto, California, c 1962.

"An Instructional Management Strategy for Individualizing Learning" by Philip Kapfer, *Phi Delta Kappan*, January 1968, pp. 260-263

"How You Can Individualize Instruction Right Now" by Dwight Allen, *Nation's Schools*, Vol. 81, April 1968, pp. 43-46.

"Model for Developing an Individualized Continuous Progress Curriculum Unit" by Glen Ovard, published by Education Experimental Programs, Brigham Young University, January 1967.

## Bibliography to Accompany Individualizing Instruction

"Do We Group in Individualized Programs" by Dorris M. Lee, Childhood Education, Vol. 45, No. 4, Dec. 1968, pp. 197-199.

"Individualized Study Programs in the General Secondary School Curriculum" by Gerald V. Sharp, Educational Technology Review Series: Individualizing Instruction.

"Group Instruction with the Individual Touch" by Robert R. Gard, The Clearing House, October 1971, pp. 73-77.

"The Systematic Selection of Instructional Materials Based on an Inventory of Learning Abilities and Skills" by Joseph Renzulli, Exceptional Children, April 1970, pp. 615-619.

"Individualizing Science Education" by L. V. Rasmussen, Educational Technology Review Series: Individualizing Instruction.

### TASK 230

"How Instructional Systems Will Manage Learning" by John C. Flanagan, Nation's Schools, Vol. 86, No. 4, October 1970, pp. 65-70.

### TASK 240

"Classroom Strategies for Success with Packages" by Roger Tunks, Journal of Secondary Education, Vol. 46, No. 5, May 1971, pp. 210-217.

"Evaluating the Individualized Instructional Program" and "Developing Individual Study Units" are chapters taken from Administering the Individualized Instructional Program by James B. Lewis, New York, Parker Publishing Co., c 1971. This book is available from the Professional Library at Seward Elementary School.

"Getting Started Into a Packaged Program" by Richard V. Jones, Jr., Journal of Secondary Education, Vol. 46, No. 5, May 1971, pp. 210-217.

### TASK 310

"Evaluation Under Individualized Instruction" by Margaret C. Wong and John L. Yeager, The Elementary School Journal, May 1971, pp. 448-452.

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"The Role of Evaluation in Programs for Individualized Instruction" by C. M. Lindvall and Richard C. Cox, from Educational Evaluation: New Roles, New Means (The Sixty-eighth Yearbook of the National Society for the Study of Education) University of Chicago Press, 1969, pp. 156-188.

"Evaluating the Individualized Instructional Program" from Administering the Individualized Instructional Program by James B. Lewis, Parker Publishing Co., New York, c 1971. This book is available from the Professional Library at Seward Elementary School.

TASK 320

"Guide to the Para-Professional's Role in Support of the Learner" from L.E. Berger Middle School, West Fargo, North Dakota

TASK 330

"Containing Administration of the Individualized Instruction Program," chapter from Administering the Individualized Instructional Program, by James B. Lewis, Parker Publishing Co., New York, c 1971. This book is available from the Professional Library at Seward Elementary School.

TASK 340

"Performance Objectives" by Thorwald Esbensen, article available from Duluth Public Schools, Duluth, Minnesota, August 1967.

"Handbook of Curriculum Design for Individualized Instruction, A Systems Approach" by Sidney J. Drumheller, Educational Technology Publications, Englewood Cliffs, New Jersey.
This is available from North Region Curriculum Center at Adams Elementary School.

"A Model for Instructional Objectives" by Joseph R. Jenkins and Stanley L. Deno, Educational Technology, December 1970, pp. 11-16.

## GENERAL RECOMMENDATIONS

THE FOLLOWING ARE A FEW BOOKS THAT YOU MAY WANT TO ADD TO YOUR PERSONAL LIBRARY, OR HAVE AVAILABLE TO YOU.

1. Alexander, William and Hines, Vynce, Independent Study in Secondary Schools. New York, Holt, Rinehart and Winston, c 1967.
2. Esbensen, Thorwald, Working With Individualized Instruction. Palo Alto, California, Fearon Publishers, c 1968.
3. Glasser, William, Schools Without Failure, New York, Harper and Row, c 1969.
4. Howes, Virgil M., Individualization of Instruction: A Teaching Strategy. New York, The MacMillan Co., c 1971.
5. Lewis, James, Administering the Individualized Instruction Program. West Nyack, New York, Parker Publishing Co., c 1971.
6. Thomas, George I. and Crescimbeni, Joseph, Individualizing Instruction in the Elementary School. New York, Random House, c 1967.

# Conference Director's Manual

## for

## INDIVIDUALIZING INSTRUCTION

## ARRANGING THE CONFERENCE AREA

You should be sure that your conference area is arranged according to the principles that you would desire teachers to follow in organizing their classroom to facilitate individualized instruction. It is very important that those principles are modeled for your participants, as this will be the first time for many to work within an individualized setting.

You will probably want to designate an audio-visual area, a quiet area, discussion area, and materials center. You may think of modifications or additions to this list. The important thing to remember is that there are specific areas in which specific types of activity are to be carried out and this should be made clear to the participants.

## SETTING UP A TEACHER TRAINING CONFERENCE

MATERIALS LIST:

3 cassette recorders

2 listening posts

6 headsets

2 filmstrip previewers

1 projector, 16mm

# TASK 100: GOALS OF INDIVIDUALIZED INSTRUCTION

INTRODUCTION: This task is designed to acquaint participants with the overall goals of individualized instruction. There is one objective that relates specifically to identifying five goals for individualizing instruction.

Since having a sound set of goals is important if one desires to individualize instruction, it is important that participants pursue this task first. In this task, the participants will be able to explore the general area of individualized instruction and then will be able to discuss the overall purposes or goals that they feel are important when individualizing instruction.

AUDIO-VISUAL EQUIPMENT:

Cassette tape recorder

Earphones

Listening post

Rear screen filmstrip projector

SUGGESTIONS FOR DISCUSSION:

In your summarization and discussion, the following are representative of areas that may be presented as goals for individualized instruction:

1. Develop independence, self-direction and self-propulsion.
2. Develop skills in learning how to learn.
3. Development of one's self-concept by recognizing and accommodating the unique aspects of each individual.
4. Recognize the diversity in interests, drives, competencies and other personal, social, and intellectual characteristics of students.
5. Recognize the individual styles of learning, the cultural influences on learning, or the student responses to various styles of instruction.

6. Develop teacher awareness of differences among pupils.
7. Provide a greater array of alternatives or learning activities.
8. Provide decision-making opportunities for pupils.
9. Provide an educational program appropriate for each student.
10. Be able to give more personal attention to students.

It should be brought out that the goals of individualized instruction strive for a greater array of personal and individual growth and development than the more traditional group-paced program. Emphasis in the individualized instructional program is placed on meeting and enhancing the unique qualities of each and every student.

## TASK 110: RATIONALE FOR INDIVIDUALIZING INSTRUCTION

INTRODUCTION: The three objectives for this task deal with the philosophical, psychological, and sociological reasons for individualizing instruction in the classroom. The participants are asked to complete only two of the three objectives for mastery of the task. The objectives do not have to be completed in sequence.

In order for one to realize the total impact of individualizing the instructional program, it is important that a sound reasoning be developed as it relates to child growth, development and learning. The materials in this task deal specifically with these key areas. The resources available are from a very wide selection of presently available materials.

AUDIO-VISUAL EQUIPMENT:

Rear screen filmstrip projector

Cassette tape recorder

Earphones

Listening post

OVERVIEW OF OBJECTIVES:

Objective 111: State at least two philosophical arguments supporting individualized instruction.

Some example of these could be:

We are learners all of our life, therefore, we need to know how to learn. Individualized instruction stresses learning how to learn.

Democratic ideal is stressed--the right of the individual is upheld by our courts and recognition is given to each person's uniqueness.

Encourage search for truth--development of personal and individual inquiry skills and techniques.

Society demands diversity in order to survive. Individualized instruction facilitates diversification by encouraging individual pursuit of learning.

The knowledge explosion in our society demands that citizens be capable of self-motivation, self-direction, and independent action. Individualized instruction provides the opportunities for students to foster development of self-initiative and self-direction toward meaningful goals.

An impersonal society that is more mechanistic and large-group oriented demands that greater attention be given to individuals by the schools.

Student unrest has some basis in irrelevant educational programs. Individualized instruction provides more opportunity for student choice and interest so that irrelevancy becomes less of a problem.

Objective 112: With at least two other persons, analyze and describe peer relationships and teacher-pupil relationships that could result from an individualized instructional program.

In an individualized setting there is more opportunity for children to interact resulting in better understanding of self and others.

Teacher-pupil relationships are enhanced by a greater understanding of roles. The teacher is no longer the source of all knowledge but is counselor, tutor, and instructor. The teacher works primarily with individuals and small groups, thus enhancing greater understanding and personal attention.

The teacher's role encourages self-direction and self-motivation by assessing individual growth and assisting the student in evaluating his progress. Emphasis here is on assisting the student in evaluating his own needs and redesigning his program.

Objective 113: With at least two other persons, prepare a statement based on mental and physical growth of children that supports individualized instruction.

Some responses could be:

Each individual responds to different methods of learning.

Students are usually not achieving at the same level in all subject areas.

The rate of learning is different for each student.

Physical growth patterns are such that no two children develop physical skills and dexterity at the same rate or with the same degree of proficiency.

Learning is a personal matter unique to each individual.

People differ in their utilization of what has been learned.

SUGGESTIONS FOR DISCUSSION:

Discuss activities done in TASK 110. Do participants feel they have a better understanding of the why and wherefore of individualized instruction? In developing a rationale could they see advantages to the individualized approach versus the group-paced approach?

## TASK 120: IDENTIFY ATTEMPTS OF INDIVIDUALIZED INSTRUCTION

INTRODUCTION: This TASK will acquaint the participants with first a comparison of an individualized program with a more traditional program. They will then do activities to compare and contrast at least two individualized learning programs.

AUDIO-VISUAL EQUIPMENT:

Cassette tape recorder

Rear screen filmstrip projector

earphones

Listening post

OVERVIEW OF OBJECTIVES:

Objective 121: Using the information presented and other resources available, you will be able to compare and contrast a traditional program with an innovative program in the following areas: School Organization, Curriculum, and Staff Utilization.

| | TRADITIONAL PROGRAM | INNOVATIVE PROGRAM |
|---|---|---|
| SCHOOL ORGANIZATION | self-contained<br>fixed schedules<br>graded school<br>boxes and egg crates<br>classrooms that are like hospitals | open concept<br>flexible scheduling<br>non-graded school<br>clusters and zones of space<br>classrooms that are like living rooms & zones of space |
| CURRICULUM | one textbook<br>factual<br>moving children through curr.<br>content outlines | many alternatives<br>conceptual and process<br>children moving through curr.<br>use of behavioral objectives |
| STAFF UTILIZATION | One teacher per 30 students<br>nine-month year | team teaching<br>differentiated staffing<br>use of para-professional<br>volunteers<br>twelve-month year |

Objective 122: From information presented and other resources, you will be able to develop a chart comparing and contrasting the differences and similarities of two individualized learning programs in the following areas: skills, concepts and attitudes identified in behavioral objectives; placement tests provided, pretests provided, posttests provided, learning alternatives provided, alternative evaluation methods provided, management system, teacher training program.

| CHARACTERISTICS | NAME OF PROGRAMS | | |
|---|---|---|---|
| | 1. PLAN | 2. IPI | 3. CPL |
| Well-defined and behaviorally-stated objectives | Yes | Yes | Yes |
| Variety of teaching methods | Yes | No | No |
| Use of diversified materials | Yes | Maybe | No |
| Built-in evaluation PRE | No | Yes | Yes |
| POST | Yes | Yes | Yes |
| Quest or inquiry materials suggested | Limited | No | No |
| Management or record keeping system | Yes | Yes | Yes |
| Teacher training program | Yes | Yes | No |

SUGGESTIONS FOR DISCUSSION:

Discuss ways in which individualization would alter present organizational patterns within the schools that the participants are familiar with. In what ways would your school change? Does it sound feasible? What would you like or dislike about individualizing in your school?

Compare and contrast the various packaged programs using the chart for Objective 122.

## TASK 130: DEFINE INDIVIDUALIZED INSTRUCTION

INTRODUCTION: This task is important because it encourages educators to verbalize their ideas about what individualization is. This is a very crucial and necessary stage in moving towards a clearer understanding and acceptance or rejection of individualized instruction.

The discussion in this TASK is beneficial primarily for the give and take in the discussion. It is hoped that the participants will agree/disagree, criticize/defend their definitions to the point that still existing misconceptions and prejudices may be cleared up.

### OVERVIEW OF OBJECTIVES:

Objective 131: Based on your mastery of the first two TASKS, you will be able to write a definition of individualized instruction as you perceive it.

Some definitions of Individualized Instruction are:

| | |
|---|---|
| Thorwald Esbensen | An arrangement that makes it possible at all times for each student to be engaged in learning those things that are most appropriate for himself as an individual. |
| Virgil M. Howes | We think about individualization of instruction in terms of meeting, caring for, providing for, adjusting to individual differences. |
| I.D.E.A. | A learning experience which is tailored to the individual child should not be confused with independent study which presupposes each child doing a different thing at any time, or tutorial situations which require a constant one-to-one relationship between the adult and the child. |

| | |
|---|---|
| Glaser | The adaptation of the educational environment to individual differences...., the use of information about individual differences to prescribe appropriate educational environments. |
| I.G.E. | The learning program is designed to meet the learning needs of the individual on the basis of an assessment of his achievements, aptitudes, and overall learning personality as these relate to his learning objectives. |
| Mager | Instruction is individualized when the characteristics of each student play a major part in the selection of objectives, materials, procedures in time, and when decisions about objectives and how to achieve them are based on the individual student. |
| Jeanette Veatch | Individualizing is a way to think about managing the classroom. It is not a method of instruction. It is the way a teacher arranges children, equipment, and materials so that each child can learn eagerly at the peak of his potential, without undue stress and strain. Individualization is a philosophy that can take many forms in the schoolroom. It isn't the shape that counts, it is what happens to each child that counts. |
| Jack Edling | Individualized instruction is oriented toward the child. Appropriate learning experiences are assigned each student. In order to determine what is "appropriate" for each learner some type of diagnostic procedure is used. Once these learning experiences are identified, instruction is mainly self-directed, self-administered, and scheduled, within the school's broad time constraints, at a time convenient to the learner. |

| | |
|---|---|
| Donald Deep | Individualized instruction is planning and coordinating with each student a program of studies that is specifically tailored to his learning needs and characteristics as a learner; the teacher must base his instructional decisions on the individual. |
| Bernice J. Wolfson | Individualizing instruction requires the teacher to encourage individual interests, allow for individual styles, and respond to individual needs. |
| Silberman | A big part of the teacher's artistry, clearly, must be to find and provide an appropriate relationship between what is to be learned, the way it is to be learned, and the stage the child is in. |

Individualized instruction is an educational approach by which all instructional decisions are based upon the individual student; that is, it deals with the organization of all instructional resources (instructional objectives, diagnostic instruments, material and equipment, teaching methods, learning settings and pacing) into a system that creates an optimal learning environment suited to the individual learner. The learning program is designed to meet the learning needs of the individual on the basis of an assessment of his achievements, aptitudes, interests and overall learning personality as they relate to *his* learning objectives. The major thrust of individualized instruction is the development of self-directed learning through engaging the student in the process of decision-making.

SUGGESTIONS FOR DISCUSSION:

Some questions which you might include in your discussion are:

1. Is the definition pupil-oriented, teacher-oriented, materials-oriented, or management-oriented?

2. What components were considered in their definition?
3. Is the definition pragmatic in that it's operational?
4. Can their definition be understood by others?
5. Can they explain the difference between individualized instruction and independent study?

## TASK 210: INSTRUCTIONAL COMPONENTS OR RESOURCES NEEDED TO INDIVIDUALIZE

INTRODUCTION: This is beneficial in terms of introducing the educator to the many different things that need to be considered in order to carry out individualized instruction in their own classrooms.

### AUDIO-VISUAL EQUIPMENT:

Cassette tape recorder

Earphones

Listening post

Rear screen filmstrip projector

### OVERVIEW OF OBJECTIVES:

Objective 211: Name at least six major components or resources you should consider in implementing a system of individualized instruction in your classroom.

These components could be any of the following:

1. Instructional objectives
   Behavioral objectives
   Performance objectives
2. Diagnostic instrument
   Placement procedures
   Pretest - Posttest
3. Materials and equipment
   Learning resources
4. Learning setting
   Room and building arrangement
   Modes of learning

5. Teaching methods

   Methods of instruction

6. Instructional time

   Scheduling time

7. Management system

   Record-keeping and tracking

Objective 212: Describe the major characteristics of each component or resource you have identified above and describe how these components interrelate.

1. Behavioral objectives - These are objectives written in behavioral terms stating an overall behavior act that should be exhibited upon successful completion of the objective. The objective should define the conditions under which the behavior is to occur and define the criterion of acceptable performance.
2. Diagnostic instrument - Ideally based on the behavioral objectives, a diagnostic test should be devised to facilitate placement of students according to their needs, interests and abilities.
3. Materials and equipment - One needs to consider ways of accomplishing the objectives through the use of various resources. There should be a variety of types of materials and equipment for the students to use depending on their various learning styles, needs, etc.
4. Learning setting - Because students will be doing different things and different activities at different times, there needs to be provision for a variety of settings in which they can go about their tasks. For example, an audio-visual center, a quiet area, a testing area, a discussion area, etc.
5. Teaching methods - Because different students learn differently there must be alternatives provided in the form of teaching/learning methods. Children who need practice reading should read perhaps to accomplish the objective; children who have difficulty reading can use audio-visual aids.

6. Instructional time: Schedules must be open-ended or flexible to allow for students to make choices and do what they set out to do. Teachers also need time to work with individuals and small groups and must have the flexibility to do so within the school day.

7. Management system - When a class is individualized, a need arises for the teacher to somehow keep track of individual progress. This can be done in a variety of ways using teacher time, aides, computers, etc. The important thing is that it allows for students to progress without a teacher losing track of their progress.

SUGGESTIONS FOR DISCUSSION:

The discussion of this task should center around realistic considerations of the six or seven component/resources. Is it feasible? Is it much different from what they basically do in their classrooms now? How could some of these component/resources be developed?

## TASK 220: IDENTIFYING STEPS NEEDED TO INDIVIDUALIZE INSTRUCTION

INTRODUCTION: The activities in this TASK move the participants toward a better understanding of what is realistically involved in setting up individualized instruction in their own classrooms. Hopefully, they will gain the realization that this procedure takes much preparation because it is concerned with prescribing instruction for each individual, but that it is an attainable and worthwhile goal to strive for.

### AUDIO-VISUAL EQUIPMENT:

Cassette tape recorder

Earphones

Listening post

Rear screen filmstrip projector

### OVERVIEW OF OBJECTIVE:

Objective 221: Write in their logical order (describing the components of each) at least six major steps that you should consider in order to individualize instruction in your classroom.

The six steps needed to individualize instruction are:

1. Objectives - Write or choose from already developed objectives those which state what performance outcomes are desired.
2. Diagnosis - A procedure for diagnosing student needs and interests must be developed....could probably be based on objectives.
3. Resources - Teacher must review and choose resources (i.e.: materials, activities, equipment) that are appropriate for use toward mastering the objective.

4. Implementation - Student begins work on his program using appropriate resources while the teacher guides him in carrying out his program.
5. On-going evaluation - As the student works through his program his performance provides the teacher with data about its effectiveness. Based on observation and work products, the teacher may wish to make modifications in the program and/or will judge as to when the student is ready to be tested for mastery of the objectives.
6. Mastery testing - When student and teacher feel that it is time to test mastery, an appropriate testing tool is selected. If the student exhibits mastery he is then recycled with new objectives. If he does not display mastery certain review and restudy procedures are in order.

SUGGESTIONS FOR DISCUSSION:

Exchange ideas on how each educator developed a program for a student and hypothetically carried it out. Look for problems, questions, misconceptions.

## TASK 230: IDENTIFY CLASSROOM RECORD-KEEPING PROCEDURES

INTRODUCTION: This task provides information on other record-keeping systems that have been developed and used and then asks the participants to devise their own system.

AUDIO-VISUAL EQUIPMENT:

Cassette tape recorder
Earphones
Listening post

OVERVIEW OF OBJECTIVES:

Objective 231: Describe at least two record-keeping systems that you could obtain commercially and explain how you would use them in your classroom.

| NAME OF PROGRAM | HOW IT MIGHT BE USED (if it can) |
|---|---|
| 1. P.L.A.N. | Corrects tests<br>Stores records<br>Issues periodic progress reports<br>Status report |
| 2. IPI | Record-keeping chart |
| 3. CPL | Record-keeping booklet |

Objective 232: Describe at least two record-keeping systems that have been developed by other teachers using an individualized learning program and explain how you could adapt these to your classroom.

Objective 233: Based on the information you have gathered, develop a record-keeping system that you could use in your classroom and explain its operation.

The basic criteria to be used for record-keeping systems discussed in both objectives 232 and 233 are:

1. Names of students
2. Description of learnings (by objectives, unit, package, etc.)
3. Dates as related to: achievement, initial involvement, and/or target date
4. Method - Print, audio, visual, etc.
5. Mode - independent, small group, large group, partners
6. Test - pretest score, posttest score

SUGGESTION FOR DISCUSSION:

Compare and contrast the different commercial programs' record-keeping systems. Which appears to be most complete? Would their services be truly helpful? Then for objectives 232 and 233 discuss basic criteria needed in developing a workable and helpful record-keeping system.

## TASK 240: WRITING A LEARNING PACKAGE

INTRODUCTION: Participants are asked to write their own learning package and this will perhaps be the very first efforts for many. It is possible that the task will seem overwhelming, but it should be stressed that the process becomes more fun and less of a task as writers become experienced and more familiar with a given format. N.B: For this task, ask participants to sign up for discussion after objective 242 instead of after objective 243.

OVERVIEW OF OBJECTIVES:

Objective 241: Participants are to write a simple learning package in an area with which they are familiar. They are to evaluate their packages using check lists in TASK 240.

Objective 242: Select three students with varying characteristics and implement the learning package you have just completed.

This is a very good opportunity for participants to see how one lesson plan can be varied for different students. Using the first primary case study as an example, see how some strategies are developed:

Nathan is a third grader who has always been a very active student, which has gotten him in difficulty with his previous teachers. He thoroughly enjoys working with his hands and is quite capable with machinery of all types. He has never liked reading and does poorly. He takes part in discussions when they are held but seems to bring most of the information he shares in these discussions to school after watching various news programs on television. His real interests are in math and science. In these two areas he is always doing some project or experiment that requires his building something. He is also very creative in art and excels at physical education. On the basis of standardized tests he obtained the following scores:

| | | | |
|---|---|---|---|
| Vocabulary | 3.5 | Math Problem Solving | 2.8 |
| Reading comprehension | 2.1 | Math Computation | 4.2 |
| Word attack skills | 2.2 | | |
| | | Total Math | 3.5 |
| Total Reading | 2.9 | | |

To implement any learning package for Nathan we would first know that in reading his behavioral objectives should probably come from the 2nd-3rd level continuum and for math his objectives should probably be chosen from the 3rd-4th level continuum. Given this information strategies should be devised according to Nathan's needs, abilities, and interests:

-more active involvement physically.
-adaptation of materials according to his reading ability.
-reading related to T.V., constructing, math and science.
-use language master and tape recorder to meet objective(s).
-peer tutor in math and science (Nathan could be assigned to be a peer tutor).
-projects to interrelate his reading with art and/or building, for example, have Nathan draw a picture story of a story he read or heard.
-tell stories into cassette and then draw pictures to represent stories.
-others:

Objective 243: With at least two other persons, evaluate the overall effectiveness of your learning package and rewrite or redevelop those areas that you feel should be changed. This can be done in a discussion with the group leader.

SUGGESTIONS FOR DISCUSSION:
Discussion to evaluate their learning packages. Ask participants to share their learning package with others to get an exchange of ideas. As a group you can discuss good and bad points using the "Specific Evaluation of Learning Package" in TASK 240 as the basis for criteria. The object of this discussion is to evaluate the learning package using standard criteria, rather than to evaluate them on the basis of content, materials used, etc.
TRAINERS REFER TO TASK 240 "SPECIFIC EVALUATION OF LEARNING PACKAGE"

## TASK 310: IDENTIFYING A PROCEDURE FOR EVALUATING THE CONTINUOUS PROGRESS SYSTEM UNDER WHICH THE INDIVIDUALIZED INSTRUCTIONAL PROGRAM OPERATES

INTRODUCTION: This task asks the participants to think of, devise, or identify ways in which an individualized continuous progress system could be evaluated. Although this step would not take place until after the system had been implemented in a school, it is a necessary one to consider in the planning stages before implementation. For without well-planned evaluation assessment cannot be made of the strengths and weaknesses of the program thus resulting in necessary modifications.

AUDIO-VISUAL EQUIPMENT:

Cassette tape recorder
Earphones
Listening post
Rear screen filmstrip projector

OVERVIEW OF OBJECTIVE:

Objective 311: With at least one other person list three probable procedures you would use to evaluate the overall effectiveness of an individualized instructional program as it relates to each of the following: students, teachers, and parents.

Possible approaches to this problem are:

STUDENTS

Achievement testing
Opinionnaires
Questionnaires
Pretest - Posttest
Placement tests
Interest inventories
Self-concept surveys
Observation techniques
Growth in attitudes and psychomotor skills
Annecdotal records
Work samples

TEACHERS

Opinionnaires
Questionnaires
Teacher preference inventory
Observation

PARENTS

Opinionnaires
Questionnaires
Surveys

SUGGESTIONS FOR DISCUSSION:

Discuss objective 311. Why is the input of teachers and parents important? What ways are there for obtaining this input? What types of things are important to evaluate?

## TASK 320: IDENTIFY THE VARIOUS USES OF SCHOOL STAFF

INTRODUCTION: This task deals with changes that are possible and even desirable to make in deployment of school staff for individualization of instruction.

AUDIO-VISUAL EQUIPMENT

Cassette tape recorder
Earphones
Listening post
Rear screen filmstrip projector

OVERVIEW OF OBJECTIVE

Objective 321: Using the information presented, you should be able to identify probable uses for aides, probable deployment of staff, and probable use of other personnel as it relates to your school situation.

| PERSONNEL | USE OR DEPLOYMENT AS IT PROBABLY WOULD BE IN AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM |
|---|---|
| TEACHERS | Facilitators: counselors, tutors. Diagnoses student needs and guides and evaluates as student moves through the program. |
| SPECIALISTS | Can be utilized for students with special needs in or out of the classroom. |
| AIDES | Would become very important with an individualized program. Could be assigned to one or two teachers. Instructional aides could be utilized to help with instructional problems, and clerical aides could help with clerical and non-instructional problems, etc. |
| STUDENT TEACHERS | Can be very useful--work in classrooms as aide with the teacher and assume teacher role as time progresses. |
| OTHERS | Volunteers, teacher interns, Teacher Corps, University students to observe, high school volunteers--Future Teachers of America, etc. |

SUGGESTIONS FOR DISCUSSION:

Discuss changes that could be made in buildings with which the participants are familiar. What uses of staff are realistic? Unrealistic? What other ideas for staff deployment can they think of?

# TASK 330: BUILDING UTILIZATION AND ROOM ARRANGEMENT

INTRODUCTION: The objectives in this task require the participant to think of different ways to make use of building space and classroom resources for an individualized program.

AUDIO-VISUAL EQUIPMENT

Cassette tape recorder
Earphones
Listening post

OVERVIEW OF OBJECTIVES:

Objective 331: Given the present facility within which you operate your educational program, describe how you would adapt it, without additional resources, to facilitate the individualization of instruction as it relates to: space utilization, furniture and educational equipment utilization, library utilization, and other such items or areas.

Adaptations could be:

1. Use of halls, closets, storage rooms, cafeterias, auditoriums, etc.
2. More tables are desirable or grouping of desks to make table-like areas.
3. Bookshelves for dividing room areas...could be done with boards and cement blocks, orange crates, etc.
4. Carpeting or even throw rugs, pillows, etc.
5. Free access to library---A-V materials or materials used at several levels could be kept at the central location for greater accessibility.
6. Knocking out walls for a teaming situation.
7. Departmentalizing materials and A-V equipment.

Objective 332: Given the various student and teacher activities that should occur in an individualized instructional classroom, designate room areas where these activities will take place.

Various areas that could be mentioned are:

1. Teacher center
2. Quiet area
3. Testing area
4. Discussion area
5. Subject areas: Science near sink, etc.
6. Experiment area
7. Arts and crafts area

8. Audio-visual area--should be located near sufficient outlets.

SUGGESTIONS FOR DISCUSSION:

Some questions for consideration: How could building utilization be modified? What areas could you get more use out of? What modifications in classroom or library use could be made? What basic principles should be kept in mind in arranging a classroom?

# TASK 340: IDENTIFYING BEHAVIORAL OBJECTIVES

INTRODUCTION: The pretest and posttest for this task will give participants a chance to test their previous knowledge and their improvement. It is possible that persons could skip this task given a high score on the pretest. This task deals solely with recognizing and writing behavioral objectives and then classifying them within the cognitive or affective domains.

## AUDIO-VISUAL EQUIPMENT

Rear screen filmstrip projector
Cassette tape recorder
Earphones
Listening post

## OVERVIEW OF OBJECTIVES

Objective 341: Given print and audio-visual resources, you should be able to identify those objectives which are behaviorally stated and those which are not stated behaviorally. (85% accuracy required)

A behavioral objective is one which states clearly and definitively that which the learner should be able to do upon mastering the objective. It should also be a behavior that is measurable and/or observable. Mager summarizes the writing of behavioral objectives thusly:

"To describe terminal behavior (what the learner will be DOING):

a. Identify and name the overall behavior act.
b. Define the important conditions under which the behavior is to occur (givens and/or restrictions and limitations).
c. Define the criterion of acceptable performance."

Objective 342: Given samples of behaviorally-stated objectives, you should be able to correctly write objectives of your own. (85% accuracy required)

Objective 343: Given written descriptions of taxonomy of educational objectives in the cognitive and affective domains and samples of objectives, you should be able to classify objectives correctly. (85% accuracy required)

The classifications under the cognitive and affective categories are:

COGNITIVE

1. Knowledge or recall: terminology, facts, principles, and generalizations.
2. Comprehension: translation, interpretation

3. Application: use of abstracts in particular and concrete situations.
4. Analysis: breakdown into parts for further study, etc.
5. Synthesis: putting together parts.
6. Evaluation: calls for judgement on basis of certain criteria.

AFFECTIVE

1. Receiving (attending): awareness, willingness to receive.
2. Responding: willingness or satisfaction in responding.
3. Valuing: behavior motivated commitment to value--acceptance, preference, commitment.
4. Organization: organizing a value system.
5. Characterization by a value or value complex: integration of beliefs, ideas, and attitudes. Generalized set: gives internal consistency to a system of attitudes and values.

## SUGGESTIONS FOR DISCUSSION

Discuss objectives written by participants in terms of components desirable in writing behavioral objectives. Discuss the different levels under cognitive and affective domains. Define cognitive and affective. How do the domains differ? What would be examples of objectives for each? Which domain is perhaps more difficult to write objectives for? Why?

## TASK 360: IDENTIFY PROBABLE USES OF THE ALERT SYSTEM

INTRODUCTION: This task acquaints the participant with the ALERT system for selecting programs for different uses.

NO AUDIO-VISUAL EQUIPMENT

OVERVIEW OF OBJECTIVES

Objective 361: Given the ALERT recipe box and instructional booklet, you should be able to select programs from various sources according to: general content, specific content, program use, distinctive features, target audience, and levels.

Objective 362: Given the ALERT recipe box and ALERT summaries, you should be able to write a rationale for selecting any given program. Such a rationale should include data in regard to: target audience, subject area, content emphasis, goals, use, mode, evaluation, and costs.

"WHAT IS THE ALERT RECIPE BOX? WHAT IS IT FOR? The box contains a collection of yellow cards, each representing a curriculum program, organizational arrangement, or other programs relevant to schools' needs. The cards are edge punched according to the program's characteristic features. "Basic Facts" about each program are printed on one side of the card; they include the program name, type, length of use, cost, name and address of developer, etc. An "Abstract," focusing on the content of the program and classroom activities, is printed on the other side.

The purpose of the "Recipe Box" is to produce a rough identification of a set of alternatives for you to explore further. We emphasize set because the system is designed to bring to your attention groups of programs with similar characteristics. We emphasize rough because the criteria that can be used for initial screening are simple but critical ones such as grade level, content, and program use.

In addition, the box contains pink cards that identify information sources in the various fields. They are also edge punched according to the characteristics of the indicated sources."

NO DISCUSSION CALLED FOR

## TASK 370: UTILIZATION OF LIBRARY

INTRODUCTION: This task is helpful, as are others, merely for the fact that it asks participants to think of changes, modifications, and innovations that could be made in their present school situation. This particular task deals with uses of the school library in relation to individualized instruction.

### AUDIO-VISUAL EQUIPMENT

Cassette tape recorder
Earphones
Listening post
Slide projector

### OVERVIEW OF OBJECTIVES

Objective 371: Given the present library situation in your school, state three probable ways to modify the use of your library to move it toward meeting the four objectives of a library.

The four objectives are: 1) Flexible scheduling; 2) Continuous access to both students and teachers; 3) Utilization of audio-visual equipment; and 4) Multi-group services.

Some possible ways of modifying the library towards these four objectives are to rearrange the furniture, knock out walls, put up partitions, schedule that is flexible in structure, and to have an audio-visual center in the library.

Objective 372: Using graph paper or regular paper, draw a diagram indicating the possible arrangement of the library in your school that would be necessary to meet the four objectives of a library.

### SUGGESTIONS FOR DISCUSSION

In what ways could furniture rearrangement increase function of library? What scheduling changes could increase utilization? What new functions might the library serve? What other modifications can you think of?